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ABSTRACT

This document is an interim evaluation report of language development curriculums in full year Head Start programs operating in the five state area the Research and Evaluation Center serves. One experimental study in language development carried on in cooperation with the Texas and Tulane centers is reported in depth. The study was implemented in ten classrooms in two sites (Henderson, North Carolina and Vero Beach, Florida) and used the Buchanan Readiness in Language Arts program with various combinations of supplements, carefully monitored teacher training, and packaged reinforcement schedules. Appendixes comprise four-fifths of the document and include two manuals for teachers (Buchanan-Swanson Supplement and the Reinstein Reinforcement Program), a cover letter and sample questionnaire used in the language program evaluation, a listing of instruments common to national evaluation projects, Center forms and reports used for a variety of tests and testing conditions, and a description of Center quality control procedures and data processing. (WY)

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Evaluation and Research Center
for
Project Head Start
University of South Carolina

INTERIM EVALUATION REPORT

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January, 1969

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Submitted

by

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PART ONE

THE INTRODUCTION

In the late summer of 1968, the Evaluation and Research Center for Project Head Start at the University of South Carolina began its third year of evaluating year-round Head Start Programs in the Southeast. The 1968-69 evaluation differs from the two previous ones in two important respects. First, the national Office of Evaluation, in addition to stipulating the collection of common national data, has encouraged the various Evaluational and Research Centers to participate actively in the designing of evaluation techniques and procedures which would be peculiar to their own areas. Further, the various centers were encouraged to utilize intervention techniques and to replicate across regions. In effect, the evaluations have become more experimental in nature than normative as were previous evaluations.

The second respect in which the South Carolina Evaluation and Research Center's task will differ during the present year is in the high degree of cooperation among that center and the centers at the University of Texas and Tulane University. Working together, the three institutions have designed an experimental study in language development that is being replicated in each of their respective regions. In view of these two factors, the South Carolina Center staff is extremely optimistic about the potential contributions of the 1968-69 national evaluation.

In summary, it may be reported that the South Carolina replication procedes with a minimum of difficulty and all testing schedules and quality control criteria have been met. The intervention language development program has been implemented as planned at both the Henderson, North Carolina, and the Vero Beach, Florida, centers. The present document is an interim report of the evaluation and includes a statement of the problem, a summary of the intervention program and evaluation design[1], a description of those activities performed at the University of South Carolina which involved the Universities of Tulane and Texas, a report of the current status of the evaluation, and a report on quality control procedures.

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[1] A full description has been submitted previously--see Proposed 1968-69 Intervention Procedure, June 7, 1968.

PART TWO

STATEMENT OF THE PROBLEM

The evaluation of the effectiveness of Project Head Start programs across the nation is a most difficult task for fairly obvious reasons. Project Head Start is not monolithic in nature. Programs differ from locale to locale, with respect to many variables--the type of children served, the philosophies of the personnel involved, the available equipment and material, and the degree of parental and community involvement, to name only a few. There are certainly excellent Head Start programs and there are probably poor ones. Thus, a general common evaluation of a large number of programs is likely to produce data of indifferent or contradictory implications. In the past it has been impossible to rigorously control (even if this were desirable) the instructional programs of the various centers.

Recognizing the above to be true and welcoming the encouragement of the Office of Evaluation to concentrate on intervention programs in controlled situations, the staff of the Evaluation and Research Center at the University of South Carolina selected language development as a critical instructional area. Further, various combinations of programs, materials, and extent of teacher training were identified as independent variables for evaluation.

Thus, the general problem of the evaluation was to select and/or develop certain language development programs, materials, and types of teacher training to accompany these materials; and then to compare combinations of these in a controlled investigation.

PART THREE

THE EVALUATION DESIGN - A SUMMARY

Rationale - The Prominent Variables

Inasmuch as the evaluation was intended to assess the effectiveness of programs in language development, the first step in the design was that of identifying those instructional variables to be included. A basic consideration was the selection of "packaged" programs insofar as this was possible in order to increase the consistency of the instructional programs across experimental groups.

The Buchanan Readiness in Language Arts[2] program almost immediately appeared to have significant relevance. The Buchanan program is one of the few programs in reading readiness designed for pre-school children; it is based upon what appears to be practical learning theory considerations and is phonetically consistent in its presentations. Experiences in following instructions, discriminating visually, learning to pose appropriate questions, making predictions, and drawing accurate conclusions are all integral elements of the Buchanan program. Just as importantly, the child's initial experiences with classroom learning are designed to be highly successful. The program includes basic language arts skills and concepts; and the special

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[2] Cynthia Dee Buchanan, Readiness in Language Arts (a Sullivan Associates Program from Behavioral Research Laboratories, Ladera Professional Center, Palo Alto, California), 1967.

emphasis on reading and spelling provides him with a good headstart while providing a continuing series of successful experiences. In view of the apparent appropriateness of the Buchanan program, the decision was made that it would be the common element in each of the experimental groups.

The second prominent variable selected for the evaluation was the use of supplementary programs in combination with the Buchanan program. The first of these to be identified was the "teacher innovated" supplement which allows the teacher to freely augment the basic program with her own materials and techniques. No formal materials are supplied. The next supplement chosen was the enrichment materials developed by the producers of the Buchanan program; a teacher's manual with extensive instructions is provided. The third supplement, the Swanson Supplement, was developed and packaged at the University of South Carolina for use in the present evaluation. (See Appendix A for the first of six teacher manuals included in this supplement).

A third prominent variable to be tested in the investigation was the type and length of teacher training in the use of the Buchanan program and of the various supplements. Some teachers would be given only short orientation periods; others would receive more extensive instruction in both the use of one or another of the three supplements and the Reinstein Supplement.

The final variable to be evaluated was the use of a packaged reinforcement schedule which was developed at the University of

South Carolina for use in the evaluation. The teacher's manual for the Reinstein Reinforcement Schedule is presented in Appendix B.

The general evaluation design included five experimental groups of two classes each in each of the three regions (Southeast, Mid-south, and Southwest) and three control classes in each of the regions. The general configuration of the design, including all three regions, is presented in Figure 1.

FIGURE 1

General Design for the Total Evaluation

Region	Replications	Experimental Groups					Control Groups	
		1	2	3	4	5	Type 1	Type 2
Southeast (U. of S. Carolina)	Replication I English Speaking							
	Replication II							
Mid-South (Tulane Univ.)	Replication I English Speaking							
	Replication II							
Southwest (Univ. of Texas)	Replication I English Speaking							
	Replication II							

As indicated previously, the five experimental groups would use the Buchanan program with various combinations of supplements, teacher training, and reinforcement. These combinations are listed in Table 1.

In order to test the effects of the several variables on a sample of Head Start children, the investigators found it necessary to purchase and/or construct the materials, arrange a program of teacher training, test the sample subjects before and after exposure to the instructional programs, and carefully monitor the classes during the year to determine that the various programs were being implemented appropriately.

TABLE 1

Treatment Combinations to be Administered Experimental Groups in Each of Three Participating Regional

Experimental Group	Supplement	Training	Reinforcement
Number One	Teacher Innovated	One-half day Orientation	No formal program
Number Two	Buchanan Supplement	One-half day Orientation	No formal program
Number Three	Swanson Supplement	One-half day Orientation	No formal program
Number Four	Swanson Supplement	One-half day Orientation plus two weeks training	No formal program
Number Five	Swanson Supplement	One-half day Orientation plus three weeks training	Reinstein Reinforcement

With respect to the three control groups (Figure 1) in each region, these would not use the Buchanan program, but two of the three (Type 1) would be monitored as would each of the experimental groups. Control Group Type 2 in each region would not be monitored. This arrangement would allow the investigators to assess the effect that the monitor alone would have on the classes.

Inasmuch as each treatment would be administered to two classes in each region, the three Evaluation and Research Centers would be replicating the evaluation both within their own regions and across regions. Obviously, it would be important that classes be as homogeneous as possible across experimental and control groups in order to assume equality of groups. But at the same time, it was desirable that heterogeneity exist between the classes in each treatment (but not across treatments) for the purpose of observing any interaction or reversal effects. In view of the fact that the intervention program is a language development program, it seemed important that the two replications within each region should differ with respect to the language or dialect of the subjects. That is, replication I in each region would be English-speaking subjects, but it seemed appropriate to perform replication II in each region with subjects of another language or dialect if at all possible.

Instrumentation

The instruments required to collect the data for the evaluation fell into three general categories. First, there were those instruments selected on the national level and representing a common core of measurements which would be administered to all subjects in all regions participating in the evaluation. These instruments included those to be administered before the subjects' Head Start experiences and again afterwards as well as a group of "middle" measures to be administered between the pre- and post-testing. Other instruments stipulated by the national guidelines were designed to solicit data related to biographic factors of children and staff members, data related to the instructional programs, data related to the degree of parent participation, and other relevant data (see Appendix C for a full listing of those instruments required for use by all Evaluation and Research Centers).

The second category of instruments to be used in the investigation were those selected by the present investigators to assess the influence of the experimental language development programs. These instruments would be administered before and after the language instructional programs. The first of these was the Illinois Test of Psycholinguistic Abilities (Revised Edition). This test concentrates on language ability and is the only one of its kind that appears to have satisfactory standardization data. The second instrument selected in this category was the Metropolitan Readiness Tests. This series of tests is considered by many to be one of the best available for measuring general readiness. Included in the Metropolitan are items assessing mathematical readiness as well as reading readiness. The final tests selected for the language program evaluation was the Gates-MacGinitie Reading Tests - Reading Skills. The Gates-MacGinitie is oriented toward reading readiness and thus would provide still another measure of language and reading development.

The third category of instruments used in the evaluation were those developed by the University of South Carolina Evaluation and Research Center specifically for the quality control of the instructional programs (experimental and control treatments) and the collection of test data in the field. One of these is the Head Start Intervention Check List (see Appendix D), and it is used by field monitors to report weekly on the performance of those teachers participating in the evaluation. The data obtained with the instrument are utilized by the Evaluation and Research Center staff to make field corrections and to maintain a continuous record of each teacher's performance with each experimental language program including two of the three control groups.

Two other instruments are utilized to maintain a high level of quality in the collection of data related to seven of the national evaluation instruments[3] and the three language development and achievement tests.[4] One of these, the Examiner Evaluation Form

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[3] These tests are: Stanford-Binet, (long form); Birch Response Style; Inventory of Factors Affecting the Stanford-Binet; Gumpgookies; WPPSI-Animal House; Revised Pre-School Inventory; Play Situation-Picture Board Sociometric Technique.

[4] These tests are: Revised Illinois Test of Psycholinguistic Abilities; Metropolitan Readiness Test; and Gates-MacGinitie Reading Tests - Reading Skills.

(Appendix E) is used by full-time quality control persons to evaluate the performance of data collectors. Information obtained through the use of the instrument is utilized to make corrections in testing practices as they are observed.

A second instrument developed at the University of South Carolina to control the quality of data being collected in the field is the Report of Testing Conditions (see Appendix F). This form is used to continually assess the conditions under which the testing of sample subjects is being performed. Through use of this instrument, reports are filed with the Evaluation and Research Center on the conditions under which various tests are administered.

Sample Selection

The selection of Head Start Centers, classes, and children to be included in the evaluation was based on two groups of criteria. First, the sample had to meet national sample requirements. These stipulations included the following:

1. There must be 120 sample eligible children in the design (of each region) at the end of post-testing.
2. The sample children must have had no previous Head Start experience.
3. The sample children must be between the ages of three and one-half to four and one-half, or four and one-half to five and one-half years of age.
4. At least sixty-five per cent of each class must be sample eligible.

In addition to the national requirements listed above, additional criteria for the sample was necessitated by the design of the evaluation as previously described. These included:

1. At least two different Head Start Centers must be utilized in the evaluation, preferably in two different states. Further, each center must have at least six classes which should qualify as sample eligible.

2. Classes must be separated geographically to the extent that treatment "leakage" would be minimized among experimental and control classes.

3. Teachers in the participating centers must volunteer to attend a two to three week training session in the use of the programs.

4. Center administrative personnel must be willing to cooperate extensively in the evaluation.

Operational Hypothesis and Auxiliary Questions

The operational hypothesis to be tested in the evaluation was formulated as follows:

> The language achievement of the experimental and control classes participating in the evaluation will support a ranking in effectiveness of the treatment methods (Fig. 1 and Table 1) of the following order (most effective to least effective): Group 5, Group 4, Group 3, Group 2, Group 1, Control Groups 1 and 2.

In addition to the specific operational hypothesis stated above, the data will be tested for answers to the questions listed below:

1. Will Head Start classes in one region score significantly higher on the average on any of the tests administered than children in another region?

2. Will classes in which the children speak a language or dialect other than English differ significantly on any of the pre-tests from those classes in which English is spoken by the children?

3. Will the two control groups perform differently on any of the tests administered (monitor versus non-monitor effect)?

4. Will there be significant interaction between-replications and treatments (inconsistency of treatments across replications) in cases where the second replication of a region is comprised of children speaking languages or dialects different from English?

5. Will the effectiveness of the treatments differ as a function of the age of the children in the various classes?

Data Analysis

The data will be treated through means of the analysis of covariance technique. Tests will be performed for main, simple, and interaction effects. In addition, analyses will be performed (as feasible) to determine urban-rural differences, male-female differences, form of sponsoring agency differences (Board of Education versus Community Action Program), ethnic group differences, and other comparisons which inspection of the data might suggest. This aspect of the investigation must be viewed as a supplementary portion of the research. Naturally, data obtained both from the common instruments and those used only in the three-region evaluation (language development) will be analyzed with respect to the research questions presented earlier.

PART FOUR

INITIAL PROCEDURES

Programs and Supplements

An initial task to be completed in the implementation of the evaluation was the completion of the Swanson Supplement and the Reinstein Reinforcement Schedule. Major elements of the Swanson Supplement had been developed and field tested prior to the summer of 1968, but the work of constructing supplemental units to correspond to each of the Buchanan lessons and of packaging these had to be completed during the summer and early fall of 1968. The Reinstein Schedule, although less time-consuming in its development, also had to be completed before teacher training could begin.

Sample Selection

Simultaneous with the development of the instructional supplements and materials was the selection of the sample centers, teachers, and children to be included in the evaluation. The University of South Carolina Center began the selection process by sending questionnaires (see Appendix G) to all full year Head Start programs in Virginia, North Carolina, South Carolina, Georgia, and Florida. The questionnaire was designed to obtain data which would indicate which of the centers would meet the sampling criteria (see pages 12 and 13). The cover letter (see Appendix G) which accompanied the questionnaire gave the center directors the general form of the evaluation and requested them to indicate whether or not they would participate if selected.

Although many centers responded and stated their eagerness to participate, only one center met all criteria. That center was the Henderson (North Carolina) Full-Year Head Start Program.

Another center in Vero Beach, Florida, met all criteria except that one of the six classes had only seven sample-eligible children. Permission was requested of Dr. Lois-ellin Datta to use Vero Beach as the second sample center with this limitation. Permission was granted, and Henderson and Vero Beach officially were selected as the 1968-69 sample centers. At the time the centers were selected, a total of 185 children were available for inclusion in the evaluation. One hundred and five of these were enrolled in seven classes at Henderson and eighty were enrolled in six classes at Vero Beach. Five classes in each location were selected as experimental classes; two of the classes at Henderson and one at Vero Beach were selected as control classes.

Teacher Training

The evaluation design required that all teachers of experimental classes undergo a one-half day orientation period with the Buchanan program. The design further required that teachers in experimental groups four and five and all monitors receive an intensive training program in the use of the materials and techniques to which they were assigned. In the case of teachers of experimental groups one, two, and three, the orientation sessions were carried out by each of the regional Evaluation and Research Centers independently. But the training of teachers for experimental groups four and five and the monitors was done at the University of South Carolina for all three regions.

Teacher training began at the University of South Carolina on the morning of October 7, 1968, and continued through October 25. During the week of October 7, the training staff emphasized the Buchanan program; the week of October 14, teachers were trained in the use of the Swanson Supplement. In the final week of training, teachers of experimental group five and the monitors received instruction in the use of the Reinstein Reinforcement Schedule.

After the first day of orientation, the format for the training session was one of class study and immediate application of the methods in field situations (see Schedule of Daily Events, Appendix H). Teachers were assigned to one of four training groups for practice in two local Head Start Centes. Each of the Centers made two classes available for training purposes, thus making it possible for each of the trainees to teach once every other day.

Each teaching session was approximately one-half hour in length. The trainee teacher was responsible on each occasion for presenting one complete lesson to a class of Head Start children. Trainees who were not teaching at the time and the monitors were observers in the classroom during the lesson.

Following each teaching session (three were scheduled each day) an evaluation session was held with each group under the direction of the University of South Carolina Center training staff. This session was designed to allow immediate remediation of improper techniques or handling of materials as well as to permit positive reinforcement of effective practice.

Initially, teachers were directed to follow manuals very closely. As they became increasingly familiar with the materials, they were encouraged to individualize their teaching as much as possible while adhering to the basic objectives and content of the programs. During the final week of training, the monitors were given the Head Start Intervention Check List (see Appendix D) and trained in its use. The monitors then used the instrument under supervision in the field training sessions.

A total of twenty-two teachers and eight monitors were trained at the University of South Carolina. A smaller number will actually participate in the evaluation, but it was necessary to "overtrain" in order to insure the final selection of highly competent teachers for participation in the evaluation and to provide against teacher attrition during the year.

PART FIVE

CURRENT STATUS - UNIVERSITY OF SOUTH CAROLINA

Pre-Testing

The Evaluation and Research Center for Project Head Start at the University of South Carolina began pre-testing in its region for the 1968-69 evaluation on September 25, 1968. One hundred and six children in the Henderson Center and seventy-six children in the Vero Beach Center formed an initial sample of one hundred and eighty-two subjects eligible for testing.

Except for sociometric measures, all pre-tests had been completed by October 22, 1968. One hundred and seventy-nine subjects had been administered the Stanford-Binet, the Birch Response Style, and the Inventory of Factors Affecting the Stanford-Binet. The Gumpgookies, the Wechsler Preschool and Primary Scale of Intelligence (Animal House section), and the Revised Preschool Inventory had been administered to 178 subjects. The Revised Illinois Test of Psycho-Linguistic Abilities, the Metropolitan Readiness Tests, and the Gates-MacGinitie Reading Tests had been given respectively to 177, 176, and 170 children. The sociometric measures were completed in the Henderson Center on November 26 and in Vero Beach on December 12.

Middle Measures and Related Instruments

The first administration of the middle measures, the Observation of Substantive Curricular Input and the Post Observation Inventory, took place during the month of November, 1968. These observations are scheduled for repetition in January, March, and April of 1969.

During the months of October and November, Class Registers, Parent Consent Forms, and the Class Facilities and Resources Inventories were completed. The Child Master Data Form, the Characteristics of Teaching Staff, and the Staff Member Information instruments are presently being completed.

Implementation of the Intervention Procedures

The language development intervention program was made operational in the regions of the University of South Carolina and the University of Texas during the month of November, 1968. Problems of a political nature delayed implementation in the Tulane region until December in one area and until January in another. Although the beginning dates will differ among the regions and among the classes, all classes will cover the same material at the same rate.

In the University of South Carolina region (Southeast), the experimental language programs began on November 12 in Henderson, North Carolina. The first book of the Swanson Supplement has been completed by the three classes using it, and instruction has now reached lesson two of the second book. The children in Vero Beach, Florida, began the experimental programs on November 18 and are now on lesson ten of the first book of the Swanson Supplement.

The general problems encountered in the implementation of the program was related to the packaging and shipping of materials from suppliers to the University of South Carolina and from there to the various classes in the three regions. Shipments now move smoothly, and the task of transporting the considerable volume of material from the offices of the University of South Carolina to classes in five states has become relatively routine.

Quality Control reports from the University of South Carolina region indicate that the teaching is proceeding well and that the responses of the children to the several programs are enthusiastic. Unofficial communications from the other two regions indicate similar progress and results.

PART SIX

QUALITY CONTROL

The procedures designed and implemented by the Evaluation and Research Center at the University of South Carolina to insure the quality of the evaluation data may be considered in three separate categories. First, there are those procedures designed to insure that the test data are valid. All individuals administering tests for the Center are required to meet certain criteria established by the Quality Control Division of the staff. These criteria are based upon an individual's ability to relate to children, to master testing procedures and materials, and to make sound judgments in administering and scoring tests.

Examiners administering individual tests, whatever their previous experience, are trained to these criteria by staff members thoroughly familiar with the tests and individual testing techniques. Examiners are then observed by the Quality Control staff (which is separate from the training staff) on each test she is to administer. Examiners must be passed as competent by a unanimous vote of the Quality Control Division staff. Examiners with limited experience who are passed by Quality Control are observed by a clinical psychology diplomate for final certification.

Any examiner not passed by Quality Control is either dismissed or given remedial training depending upon the type and extent of her deficiencies. Tests administered for the purpose of obtaining estimates of intelligence are given only by examiners with extensive experience. The testing performance of examiners and scoring procedures are observed in the field approximately once every two weeks by Quality Control staff members. Examiners are brought in from the field for remedial training if necessary.

During Quality Control observations, a rating form (see Appendix E) is used to evaluate examiners. Examiners must receive a grade of B or higher on Items 1 through 6 and an A on Item 7 in order to continue gathering data. In addition, the conditions under which the tests are administered are systematically controlled. Quality Control personnel utilize the Report on Testing Conditions (see Appendix F) to monitor these situations when they are observing testers in the field as described above.

The second category of Quality Control procedures are those related to the processing of the data. These include a check of the adequacy of the data (a missing name or identification number, for example) and the accuracy of scoring and recording the data. Although these procedures may appear to be more related to office routine than to the evaluation design, they are a vital aspect of the data Quality Control system. An outline of these procedures appears in Appendix I.

The final category of Quality Control procedures are those designed to insure that the intervention techniques, that is, the various experimental and control treatments, are being conducted in the field as specified. The reader will remember that monitors were trained in the intervention procedures at the same time as the teachers of the experimental groups. In addition, they were trained to use a monitoring instrument (Head Start Intervention Check List, Appendix D) to report instructional procedures being carried out in the classes.

The Evaluation and Research Center at the University of South Carolina has one monitor in the Vero Beach area and one in Henderson. Each of these monitors visit each class in her area (control and experimental) once every six days. The order in which the classes are visited is randomized for each six day period so that teachers may not predict the visit of the monitor. Monitors discuss instructional practices which they have observed with the teachers in the experimental groups after each lesson and offer suggestions for adhering as closely as possible to the stipulated program. In the cases of extreme variation, the problem is referred to the Evaluation and Research Center staff for correction (when possible).

The monitors file a report with the Evaluation and Research Center for every visit and these are reviewed by the Evaluation and Research Center staff once each week for irregularities. A direct line of communication between the Center and the monitors is maintained. The monitors themselves are observed in the field approximately once per month by a Center staff member to insure that they are performing their functions as specified.

APPENDIX A

TEACHER'S MANUAL

SWANSON SUPPLEMENT
PREPARED BY
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Book One
Lesson 1

Note: "Small containers" will not be used in Lesson One of Book One. In lieu of containers, the teacher should "pick up an article, identify it as to its appropriate color name, and place it on the table." She should do this for red/black/white, respectively;. After such demonstration, the teacher should call on individual children and instruct them to choose one article from the collection of colored articles and place the chosen article in the appropriate color pile on the table.

SWANSON SUPPLEMENT

Some of the following activities may not seem relevant with respect to the lesson preceding it. Buchanan, however, introduces so many ideas at such a fast pace, that no attempt has been made to specifically supplement each lesson per se. Rather, pre-readiness skills which seem to relate to each lesson are focused upon, and eventually, the concept/s presented in each Buchanan lesson will be reviewed and presented in the supplementary activities.

****

Book One
Lesson 1

Introduction of the Cover   Buchanan

****

Supplementary Activities

I. Color

A. Sorting Colored Items (Group Activity)

1. Materials Needed

(a) Red/Black/White items such as the following will be used for this activity:

Checkers
Buttons
Marbles
Counting Cubical Blocks
Colored Yarn
Crayons
Flannel Pieces
Pieces of Construction Paper
Large Beads
Colored Pipe Cleaners
Clothes Pins
Combs
Pencils

(b) Small containers to hold above articles. These containers are designated as white/black/red.

(c) Small, low table on "eye level" of the children.

B. Directions for Activity

The small containers should be placed on the table; the colored articles should be placed in front of the containers. The children should be seated in a semi-circle in front of the table.

The teacher should pick up an article, identify it as to its appropriate color name, and place it in the appropriate container. She should do this for red/black/and white, respectively. After such demonstration, the teacher should call on individual children and instruct them to choose one article from the collection of colored articles and place the chosen article in the appropriate container. Each child is given an opportunity to participate and is encouraged to do so. Continue this procedure until all articles are placed in the appropriate container. Occasionally throughout the activity, have the individual child and/or group identify an article by its color name.

Book One
Lesson 2

Black/White/Red Buchanan
Up/Down

****

Supplementary Activities

I. Color

A. Colorboard Game (Individual Activity)

1. Materials Needed

(a) Red/Black/White Colorboard
(b) Red/Black/White Rectangles

B. Directions for Activity

The children should be seated at their individual desks or tables for this activity. Give each child a colorboard with the appropriate number and color of rectangles.

Secure the children's attention. The teacher should hold up the appropriate stimulus rectangle (ex. white rectangle) and say, "place the white rectangles on all the white spaces on the color board;" similarly, the teacher should have the children place all red and black rectangles on all the appropriate spaces on the color board until all spaces, except the green ones, are covered. The teacher and aide should walk around the room and glance at each student's work. Inaccurate work should be corrected immediately in a positive manner.

RED	BLACK	RED
BLACK	WHITE	GREEN
RED	BLACK	RED
GREEN	WHITE	GREEN

II. Up/Down

A. Up/Down Demonstration (Group Activity)

1. Materials Needed

   (a) Helium Baloon
   (b) Eraser

2. Directions for Activity

   The teacher should secure the children's attention. Allow the baloon to rise to the ceiling; "The baloon goes up" (point up). Allow the eraser to drop to the floor; "The eraser falls down" (point down).
   The teacher demonstrates: "I sit down."
   "I stand up."

B. Song: "The Duke of York" (Group Activity)

This song is printed in the Appendix. Use motions of up and down as the children sing this song.

C. Game: "Simon Says . . . ." (Group Activity)

The children are lined up horizontally in one line. The teacher performs the following commands simultaneously with the children:

"Simon says --
look up at the ceiling
stoop down
point up with your finger
squat down with your hands touching the floor
push up with your arms
jump up on the step (if outside)
jump down from the step (if outside)
reach up and stretch your arms up to the sky/ceili
stoop down and touch your toes

(The teacher may add similar directions; keep them very simple.)

Book One
Lesson 3

Note: "Small containers" will not be used in Lesson 3 of Book One. In lieu of containers, the teacher should "pick up an article, identify it as to its appropriate color name, and place it on the table." She should do this for red/white/black/green, respectively. After such demonstration, the teacher should urge every member of the group to participate in the activity. The teacher should direct the child regarding which color to choose; for example, "Johnny, find something that is _green_ and place it in the pile of _green_ things." Continue the activity until all children have participated or until all articles have been placed in the appropriate pile.

Book One
Lesson 3

Left hand/Righ hand Buchanan
Left/Right sides of page
Green

****

Supplementary Activities

I. Color/Up-Down on Page

A. Sorting Colors (Group Activity)

1. Materials Needed

(a) Red/black/white items used in previous lesson.
(b) Green items: combs/pencils/clothes pins/pipe cleaners/blocks/beads
(c) Small containers to hold above articles. These containers are to be designated as white/black/red/green.
(d) Small, low table on "eye level" of the children.

2. Directions for Activity

The small containers should be placed on the table; the colored articles should be placed in front of the containers. The children should be seated in a semi-circle in front of the table.

Every member of the group should be urged to participate. The teacher should direct the child regarding which color to choose; for example, the teacher should say, "Johnny, find something that is green and place it in the container for green things." Continue with other colors. Continue the activity until all children have participated or until all articles have been placed in the appropriate container.

B. Painting (Group Activity)

1. Materials Needed

(a) Easel
(b) Large newsprint
(c) Brushes
(d) Red/black/white/green tempera paint

2. Directions for Activity

The children should be seated in a semi-circle around the easel. Using either red/black/green tempera, demonstrate in wide strokes "up" on the easel. Call on individual children to choose a color and paint "up" on the easel in front of the group of children. Allow each child to participate.

After each child has had an opportunity to paint a line "up" on the easel, ask "Who would like to show the group how you would paint down?" Allow individual children to participate.

C. Drawing (Individual Activity)

1. Materials Needed

(a) Large unlined newsprint
(b) Crayons

2. Directions for Activity

The children should be seated at desks or tables with sufficient surface upon which to work. Each child should have a box of crayons and a large sheet of newsprint.

Upon the teacher's direction, have the children take a crayon and "draw up to the top of the page"; "draw down to the bottom of the page" the teacher should help the children make the generalization that up is away from the body while down is toward the body. After "up" and "down" is understood, the teacher should give more difficult instructions to the children such as: "Take your red crayon and draw a line down to the bottom of the page; "Take your green crayon, etc."

Book One
Lesson 4

The square shape
The circular shape
Relative positions of objects on page; left/middle/right
Left and Righ

Buchanan

****

Supplemental Activities

I. Form/Color (Individual Activity)

A. Sorting According to Form and Color

1. Materials Needed

(a) Small circles/squares of various colors

2. Directions for Activity

Have the children seated at their desks/tables. Give each child a large assortment of circles and squares of various colors which they have previously studied (black/white/red/green).

Secure the children's attention. Have them sort the forms by:
(a) Form (circles/squares)
(b) Form and Color (red circles/green circles/black squares, etc.)

II. Body Image/Identification of Body Parts

1. Directions for Activity

Have the children seated in semi-circle. Have them stand in front of their chairs and recite with the teacher "Parts of Your Body"; the children and teacher should point to appropriate parts of the body as the rhyme is recited. Break the rhyme up in sections in order to assist the child in learning the words and gestures. Encourage all children to participate. Rhyme is located in Appendix.

III. Up/Down

1. Song: "The Duke of York"

Review song with the children; use up/down motions. Follow the above activity with this song. The children should continue this activity while in semi-circle.

IV. Right/Up/Down

1. Directions for Activity

The teacher should stand in front of the children with her back to them so that her "right" will be the same as their "right." Stress the fact that right and left are just names for our hands and other parts of our bodies. The teacher should perform the following commands simultaneously with the children:

Raise your right hand.
Throw the beanbag with your right hand.
Kick imaginary kickball with your right foot.
Turn to your right.
Turn to your right and say "hello" to the person on your right.
Jump once on your right foot.
Put imaginary glove on your right hand.
Look to your right.
Put your finger on your right ear.
Touch your right eye, knee, elbow.
Look up at the ceiling.
Stoop down and touch your toes.
Stretch up.

Book One
Lesson 5

Red square; green circle
Circle rolls toward line; tiger hits line

Buchanan

****

Supplementary Activities

I. Form Perception (Individual Activity)

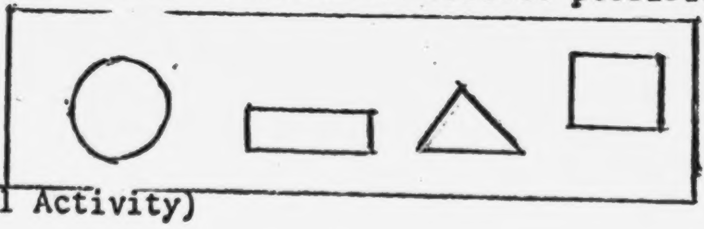
1. Materials Needed

(a) Cardboard formboard
(b) Small forms to fit on formboard

2. Directions for Activity

The children should be seated at their desks/tables. Each child is given cardboard formboards with circles, squares, rectangles, and triangles printed on them. The child is given a number of appropriate forms to place on the appropriate figure/figures.

The teacher should hold up a stimulus form, naming it as she displays the form. The child should select the same form to cover the form on the cardboard formboard. The teacher and aide should walk around the room to guide and direct as well as correct possible mistakes.



II. Colors (Individual Activity)

1. Materials Needed

(a) Colorboard
(b) Colored rectangles

2. Directions for Activity

Give each child previously used color boards. In addition, give the children appropriately colored pieces to cover the rectangles.

The teacher should hold up individual rectangles (white/red/black/green) and have the children individually, or as a group, identify the name of each of the colors depicted.

Have the children, upon direction from the teacher, cover the rectangles on the colorboard with identical colored rectangles.

III. Spatial Relationships/Color (Individual Activity)

Stringing Colored Beads According to Pattern

1. Materials Needed

   (a) Colored beads
   (b) String/shoe laces
   (c) Bead pattern for card table

2. Directions for Activity

   Have the children seated at tables. Supply each table of children with an ample supply of beads. Supply three bead patterns such as the following for each table:

   1. red green red green

   2. red red green green red red

   3. green red red black green red red black

   Instruct the children to make their own string of beads, following closely the bead patterns shown above. Emphasize that the children follow the color pattern. (at this point, no emphasis is placed on the form pattern) Allow enough time for all children to complete successfully at least one pattern.

IV. Up/Down (Individual Activity)

Chalkboard Activity

1. Materials Needed

   (a) Chalkboard
   (b) Colored Chalk (red/green/black/white)

2. Directions for Activity

   As individual children finish the above bead-stringing activity, have them come to chalkboard and follow your directions such as:

   "Take a piece of green chalk and draw a line up."
   "Take a piece of red chalk and draw a line down," etc.

Book One
Lesson 6

Black Line
Looking through the line Buchanan
Digging under the line
Over the top of the line

****

Supplementary Activities

I. Body Image/Body Awareness/Indentification Body Parts/Right/Left (Group Activity)

A. Review rhyme introduced previously "Parts of Your Body"

B. Introduce rhyme "Touching" (see Appendix) to children. Encourage children to say the rhyme, following the lead of the teacher. Break rhyme into segments and have children repeat these segments until the group performs rhyme satisfactorily. Have the children perform appropriate motions as rhyme is recited.

C. Following Directions:

Have children in single line. Have them follow directions such as:

Touch your shoulders.
Touch your hips.
Touch your mouth.
Touch your ears.
Touch your ankles.
Touch your nose.
Touch your knees.
Show me your thumb.
Raise your right hand.
Touch your right knee.
Touch your right ear.
Bend to your right.
Pretend to throw ball with right hand.
Hop once in place on right foot.

The teacher should say something similar to the following: "Now, we've been touching and using right; Mary, show us your right hand. Now, Mary, if that is your right hand, show us your left hand."

Continue with similar directions for the left side of the body. Towards the end of the activity, if the children seem to be responding favorably, "mix" slightly the directions of right and left.

II. Drawing Activity

A. Directed Drawing

1. Materials Needed

(a) Magnetic chalkboard
(b) Unlined newsprint with bold black line drawn down *middle* of page (each child must have a piece of this newsprint for the activity).
(c) Black chalk
(d) Green, red, black, white crayons.

2. Directions for Activity

Have the children seated at their desks/tables. The magnetic chalkboard should be in a position which is easily visible for each child. Give each child a large piece of unlined newsprint which has a large, bold, black line drawn down the page.

Before crayons are distributed to the children, secure the children's attention to the chalkboard where a large bold line has been drawn down the middle; use black chalk for this purpose if possible. Call the children's attention to the bold, black line down the *middle* of the chalkboard. Have the children trace, with their finger, the black line down the *middle* of their paper. Have a child come to the chalkboard and point to the *top* of the board. Similarly, have each child point to the *top* of his paper; do the same thing with *down* on the chalkboard as well as with the children's papers. Have each child hold up his *right* hand; have them place his *right* hand on the *right* side of the paper. Walk around to make sure the children follow these directions correctly. Have each child hold up his *left* hand; have him place his *left* hand on the *left* side of the paper. Walk around to make sure the children are following directions appropriately.

B. Free Drawing Activity

Allow children to draw freely anything they want on the reverse side of the newsprint used in the preceding activity. Have the children use red/black/white/green crayons for their drawings, in addition to other colors. Walk around the room and observe the children during this activity. Ask individual children to *name* the colors they have used are are using in their drawing.

Book One
Lesson 7

Almost to the other side
Other side of the page
Bouncing circle
Over the line from right to left
Under the line from right to left
Lion and Tiger meet

Buchanan

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SUPPLEMENTARY ACTIVITIES

I. Form (Group and Individual Activity)

1. Materials Needed

(a) Words to rhyme "Observing Roundness" (See Appendix)
(b) Round objects: orange/ball/picture of circle/button
(c) Individual circle templates
(d) Unlined newsprint
(e) Crayons for individual children
(f) Chalkboard

2. Directions for Activity

(a) The children should be seated in a semi-circle around the teacher.

(b) The teacher should recite the rhyme "Observing Roundness" using appropriate motions to illustrate the words. Children may join in if they wish.

(c) Review the word and shape circle by drawing a circle on the chalkboard. Discuss other things that are round. Bring in orange, ball, picture of circle, round button, etc. Discuss shape.

(d) Give each child a circle template. Instruct them to run their finger around it to get the feel of a circle. Take templates from the children. Have each child make imaginary circles in the air with wide arcs. Call on individual children to come to the board and make a very large, very wide circle with chalk. Encourage group participation although time will not permit everyone to draw on the board.

(e) Instruct the children to return to their individual seats/desks where large sheets of unruled newsprint and individual boxes of crayons are already placed by the teacher's aide. Have the children draw circles of various sizes free-handed with their crayons.

II. Right/Left/Up/Down (Group Activity)

1. Materials Needed

(a) Words to "Duke of York" (See Appendix)
(b) Words to "Concept of Left and Right" (See Appendix)

2. Directions for Activity

(a) Have the children return to the semi-circle.

(b) The teacher should review words and tune to "Duke of York" by singing the song for the children. Children who remember the words may join in. Have all of the children join in the second time the song is sung.

(c) Say the rhyme "Concept of Left and Right"; teach it to the children in segments, having them use appropriate motions. Stress using correct hand/foot. Aides should observe to see if children are using correct motions.

III. Body Image/Body Movement (Group/Individual Activity)

1. Materials Needed

(a) Directions for Duck Walk and Rabbit Hop (See Appendix)

2. Directions for Activity

(a) Children should be seated in semi-circle while teacher demonstrates Duck Walk and Rabbit Hop for them.

(b) The teacher aide/aides should have cleared the room of obstacles which would inhibit this activity. If possible, use outside playground for this activity.

(c) Have children perform Duck Walk and Rabbit Hop in classroom or on playground area outside classroom. Encourage each child to participate.

Book One
Lesson 8

Bird, Fox, Snake, Giraffe Buchanan
Colors blue, yellow, tan, green, red

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SUPPLEMENTARY ACTIVITIES

I. Art Activity/Color/Coordination

1. Materials Needed

(a) Colored Clay (red/green/blue/yellow/tan)
(b) Newspaper for children to work on

2. Directions for Activity

The children should be seated at their tables/desks. Allow each child to choose color of clay he wishes to work with. (red/green/blue/yellow/tan) Allow the children to use their imagination and freedom in molding and working with the clay. Encourage all children to participate for this activity should aid in strengthening small muscles used in drawing/writing activities.

II. Body Image/Body Awareness/Coordination Skills

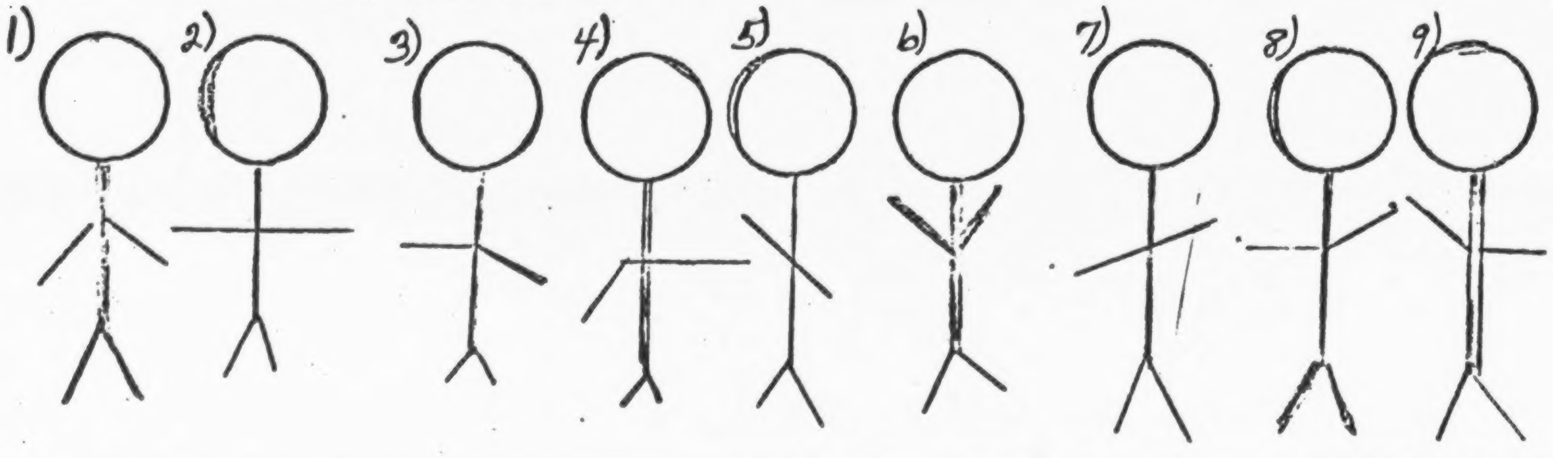
1. Materials Needed

(a) Words to "Touching" "Parts of My Body" and "Concept of Left and Right"
(b) Directions for "Imitation of Movements"
(c) Directions for Duck Walk, Rabbit Hop, Crab Walk, Measuring Worm

2. Directions for Activity

(a) Have children seated in semi-circle facing teacher. Review "Touching," "Parts of My Body" and "Concept of Left and Right" rhyme with them. Have them say each rhyme with the teacher, using correct motions.

(b) Have the children stand in a straight line facing the teacher who should be approximately 8 to 10 feet away. Have the children stand far enough away from walls and other children so that they will not strike some obstruction. Ask the children to do exactly as you, the teacher demonstrates. Have the children imitate your movements or reproduce or duplicate the movements you give. The teacher aide should observe children to see if movements of teacher are being correctly reproduced by individual children. Use unilateral, bilateral, and cross-lateral movements of the body such as:



(c) With the children standing in the same straight line as indicated above, the teacher should review the Duck Walk and Rabbit Hop for the children. On signal, the children should perform each of these movement patterns. Upon completion of this activity, the teacher should demonstrate the Crab Walk and Measuring Worm and have the children practice these new body movement patterns. Allow the children to experiment with these new activities. These activities may be performed inside the classroom or outside in the play area if the latter is more feasible.

Book One
Lesson 9

Pat meets the giraffe
Pat erases the black line
Pat meets the rest of the animals
The animals select colors

Buchanan

****

SUPPLEMENTARY ACTIVITIES

I. Body Image/Body Development/Body Movement

1. Materials Needed

   (a) Two yardsticks
   (b) Four chairs
   (c) Directions for Duck Walk, Rabbit Hop, Crab Walk, Measuring Worm (See Appendix)

2. Directions for Activity

   (a) Obstacle Course (Over/Under/Through Concepts)

   Have the children divided into two groups. Each group of children should be in a straight line, one child behind the other. The teacher will work with one group while the teacher aide will work with the second group.

   1. Have a yardstick or some other narrow lightweight board (such as a broom handle) across the seat of two chairs for the first "obstacle." Have each child in each group in turn, step over the obstacle which should be about as high as the child's knee. Observe whether the child has a fairly adequate estimation of its height; observe, if he knocks the yardstick over, or if he steps too high to clear the stick. Say to each child in turn, "Johnny, step over the yardstick without touching it." Stress the word over.

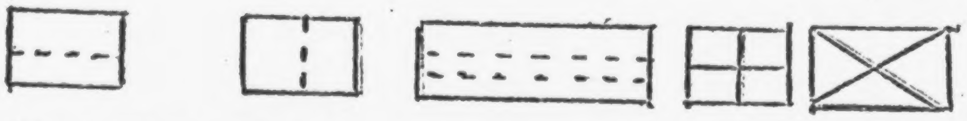
   2. Have a yardstick, broom handle, or other narrow lightweight board resting across the backs of two chairs. This obstacle should be approximately 2 inches below the shoulder height of the average child. Again, use the two lines and two sets of yardsticks and chairs. Say to each child in turn, "Duck under the yardstick." Observe to see if he knocks the yardstick off or if he ducks too low to clear the obstacle.

   3. Have two chairs back to back in such a way that they are close enough together so that the child will have to turn his body in order to squeeze through. Have each child, in turn, to "squeeze through" the opening. The teacher and aide should observe whether the child can estimate the space and if he can manipulate his body to fit it. Observe also, whether he touches either chair.

4. Follow the above activities, by allowing the children to perform the Duck Walk, Rabbit Hop, Crab Walk and Measuring Worm in succession. The teacher may have to demonstrate if children have forgotten procedures for each or any of these activities.

II. Spatial Relationships

1. Materials Needed



(a) "Puzzle" of Children on Playground
(b) Four patterns of same puzzle for each individual child in four separate envelopes marked red/green/black/blue

2. Directions for Activity

(a) The children should be seated at their individual tables/desks.

(b) The four envelopes marked red/black/green/blue should have been placed at the individual child's place previous by the teacher's aide.

(c) The teacher should instruct the children to take the parts of the puzzle from the envelope marked red. Ask them to put these two pieces together to make a complete picture. The teacher and aide should walk around the room observing the children, making corrections, suggestions, or giving encouragement where necessary.

After the first direction is followed, instruct the children to place the two pieces of the puzzle in the envelope marked red. Put this envelope to one side. Instruct them now to take the pieces of the puzzle from the envelope marked blue. Have them put the pieces of the puzzle together to make an entire picture.

After the above direction has been followed, instruct the children to place the three pieces of the puzzle back into the blue envelope and take out the green envelope. Instruct them to put the same picture puzzle together using these four pieces.

After the direction immediately above has been followed, have the children place the puzzle into the green envelope and take out the puzzle pieces from the black envelope. Instruct them to put the same picture puzzle together using the two diagonal pieces.

(d) Very strong emphasis must be placed on following directions and listening intently to the teacher.

Book One
Lesson 10

Pat paints the lion yellow
Pat paints the fox red
Pat paints the bird blue
Pat paints the snake green
Pat paints the giraffe tan

Buchanan

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SUPPLEMENTARY ACTIVITIES

I. Form Perception (Individual/Group Activity)

1. Materials Needed

   (a) Individual circle templates
   (b) Unlined newsprint
   (c) Chalkboard
   (d) Crayons
   (e) 4" blunt scissors for individual children

2. Directions for Activity

   (a) Have the children seated at their individual tables/desks. Individual circle templates should have been placed there previously by the teacher aide.

   (b) Instruct the children to trace around the circle template, thus feeling the shape of the circle. Have the children secure the template on their individual newsprint and trace around the circle template using a colored crayon. (For youngsters who experience difficulty, the teacher may use the chalkboard and guide the child's arm and hand movements as he traces over a large circle she, the teacher, has drawn previously.) Have the children make a number of circles on their individual newsprint, using the circle template. Stress using a continuous motion, if possible. Encourage the children to trace around the circle CCW. The children may choose the best circle they have made and color in it. Permit them to cut this one circle out with scissors after completing the coloring activity.

II. Color Identification/Oral Language Development

1. Materials Needed

   (a) Color chart of red/black/white/green
   (b) Rectagles of blue/yellow/tan
   (c) Masking tape
   (d) Red/green/white/black/blue/yellow/tan articles such as:
   peanut/chalk/crayons/buttons/blocks/clothespins/construction paper/colored circles which children colored and cut out in preceding activity

2. Directions for Activity

(a) Have children seated in semi-circle with teacher in front of group.

(b) Color Chart

Have the color chart with the colors red/black/white/green depicted. There are spaces left on the chart. Point to the individual colors depicted on the chart and have children in the group identify each color by its name. Hold up the blue, yellow, and tan rectangle, respectively and have children identify the color name. As each rectangle is named according to its color, have a child come up to the color chart to add these colors to it. The teacher should have masking tape available and already rolled, so that this tape can be used immediately for attaching the new colors to the chart.

(c) Color Identification/Oral Language

Place a number of articles of red/black/green/white/blue/yellow/tan on the table immediately in front of the children. Have each child in the group choose one of the articles from the table and describe the article in terms of color. Stress and insist upon the children using complete sentences. Example: "This piece of chalk is red"; "This peanut is tan"; "This block is blue," etc. Have children describe the circle which they cut out and colored in the preceding activity--i.e., "This circle is red," etc. "My circle is yellow," etc.

Book One
Lesson 11

Red and Yellow make Orange
Thinking of red things

Buchanan

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SUPPLEMENTARY ACTIVITIES

I. Spatial Relationships (Individual/Group Activity)

1. Materials Needed

   (a) Colored beads for individual children
   (b) Strings or shoelaces for individual children
   (c) 3-4 bead patterns per table
   (d) Puzzle patterns in orange/purple/yellow/tan envelopes

2. Directions for Activity

   (a) Stringing Beads According to Color/Form Pattern

   1. Have children seated at desks/tables. Two or three bead patterns such as the following should have been placed on the tables/desks previously by the teacher or teacher aide. Give each child an assortment of colored beads and strings.

   2. Call the children's attention to the bead pattern you, the teacher, have in your hand. Call attention to the color and form pattern. Instruct the children to make a bead pattern exactly like the bead pattern you are holding and exactly like the one on their desks or tables. Stress the fact that the pattern must be exactly like the one they are looking at with respect to both color and form. The patterns follows:

BEAD PATTERNS

1.	red square	yellow sphere	orange cyclinder	red square	yellow sphere	etc
2.	green cyclinder	green cyclinder	purple circle	purple square	green cyclinder	etc
3.	yellow square	purple sphere	blue square	green cyclinder	yellow square	etc

(b) Putting Simple Puzzles Together

1. Have children continue to sit at desks/tables. The orange/purple/yellow/tan envelopes containing the puzzle parts of "Children in the Park" should have been distributed by the teacher aide during the immediately preceding activity.

2. Instruct the children to take the parts of the puzzle from the envelope marked orange. Ask the children to put the pieces together to make a complete picture. The teacher and aide should walk around the room observing the children, making corrections, suggestions, or giving encouragement where necessary.

   After the first direction is followed, instruct the children to place the puzzle parts into the orange envelope and to take out the pieces of the puzzle from the purple envelope. Instruct the children to put the puzzle together to make a complete picture.

   Give similar instructions to the children with respect to the yellow and tan envelopes. Stress the importance of listening in order that directions may be followed precisely.

II. Color (Group/Individual Activity)

1. Materials Needed

   (a) Fingerpaint paper
   (b) Red/yellow fingerpaint

2. Directions for Activity

   (a) Each child should have piece of fingerpaint paper. The teacher and aide should give each child some red and yellow fingerpaint on their paper.

   (b) Instruct the children to make designs of their own choosing. Allow them to experiment with these colors. Display the children's art work after the drying process takes place.

Book One
Lesson 12

Thinking of orange things Buchanan
Orange drink/Jack O'Lantern
Thinking of blue/green things

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I. Up/Down/Left/Right/Across/Under/Over/Through/Form (Group/Individual)

1. Materials needed

(a) Words to "Body Parts" "Touching" "Concept of Left and Right"
(See Appendix)
(b) Directions which follow immediately
(c) Chalkboard
(d) Colored chalk
(e) Yardstick
(f) Two chairs
(g) Packet of color cards
(h) Orange/green/red/black/yellow blocks

2. Directions for Activity

(a) Have the children seated in a semi-circle around the teacher.

(b) Have the children recite "Parts of My Body" and "Touching" in succession. Use appropriate motions with each rhyme.

(c) Review "left and right"; Have the children recite with appropriate body movements/gestures/motions, "Concept of Left and Right."

(d) Game: "Simon Says...."

The teacher should call on individual children within the group to perform the commands which indicate individual participation. Otherwise the children as a group will be expected to perform individual commands:

The children should be standing in front of their individual chairs which are in a semi-circle around the teacher from the previous activity. Say to the children:

"Raise your right hand."
"Touch your left knee."
"Touch your chin."
"Touch your right foot."
"Hop once in place on your right foot."
"Touch your nose with your left hand."
"Touch either ear with your right hand."
"Touch either ear with your left hand."
"Touch either ear with either hand."

"Bobby, draw a circle on the board."
"Ann, select a blue card from the ones I have here."
"Joey, sit down; Joey, stand up."
"____, draw a line up on the chalkboard."
"____, draw a line down on the chalkboard."
"____, draw a line across the chalkboard from left to right."
"____, point to the top of the page; to the bottom of the page."
(Use Big Buchanan Book if possible.)
"____, squeeze through the chairs."
"____, step over the block on the floor."
"____, give me the red card from this packet."
"____, give me the orange card from this packet."
"____, draw an orange line on the board; since there is no orange chalk, what colored chalk will you mix for us to get an orange line?"
"____, step over the green block on the floor."
"____, give me the orange block from the table."
"____, sit between Mary and John."
"____, put the green block between the two yellow blocks on the table."
"____, crawl under the yardstick."
"____, draw green line up on chalkboard; draw red line down."

II. Drawing/Cutting/Color

1. Materials Needed

(a) Orange, blue, green construction paper for each child
(b) Pair of 4" blunt scissors for each child
(c) Primer pencils
(d) Three pieces of chart paper

2. Directions for Activity

(a) Have the children seated at their individual desks/tables. The teacher aide should have distributed the construction paper (orange/blue/green/ 3 sheets of each for every child), scissors for each child, and primer pencils for each child during the immediately preceding activity.

(b) Instruct the children to draw a picture on one of the three pieces of paper. When they are finished, they are to cut the picture out; tell the children that their pictures will be displayed on the poster paper when they have finished. Encourage them to make "the best picture they can."

(c) The teacher should have the three pieces of chart paper fastened securely with masking tape someplace in the room easily visible to the children. (Such as on the chalkboard) The three charts should be placed side by side for this activity. Children's chairs should be arranged in semi-circle around the charts.

Book One
Lesson 13

Thinking of Yellow Things Buchanan
Thinking of Tan Things

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Supplementary Activities

I. Color (Group/Individual Activity)

1. Materials Needed

(a) Red/green/black/white/orange/tan/yellow objects which were used previously in lesson one of this supplement. (blocks, peanut, combs, clothespins, etc.)
(b) Small paper cups/plastic spoons
(c) Powdered tempera paint (yellow/blue/red/purple/brown/black/white)
(d) Cellophane Pieces (yellow/blue/red)
(e) Easel
(f) Newsprint
(g) One brush
(h) Small pitcher/glass of water
(i) One low table at eye level of children
(j) Two large low tables

2. Directions for Activity

(a) The children should be seated in a semi-circle around the small low table which should be at approximately the eye level of the children.

(b) With the red/green/black/white/orange/tan and yellow objects placed on the table in front of the children, hold up on item of each color on the table and have the group give its color name. Following this part of the activity, call on individual children to come up, pick up an article and describe the article with respect to its color. Require that the children use complete sentence patterns in describing the objects. (i.e., I am holding a red block; this clothespin in green, etc.)

(c) Secure the children's attention. Hold up the large piece of red cellophane; hold the large piece of yellow cellophane in the other hand. Ask them what color they think you will get when one piece of cellophane is placed on top of the other? (orange) Have one child come up and do this; have the entire class observe that the new color is orange. Similarly, say to the children that by mixing other colors, one can produce a new color. Ask, "What color is this? We have seen this color before." Elicit the correct answer of green from the children. Similarly, hold up red and blue cellophane; have a child come up and put the pieces one on top of the other. Have the class observe the new color. You, the teacher, should label this new color purple for the children. Have the group repeat the new name, purple.

(d) Follow the above activity by saying to the children, "We can mix powdered paint to get these same colors. I have here some small paper cups, plastic spoons, and tempera paint that we can mix here. I will let everyone have a turn, but you must listen, sit in your seat so everyone can see what we are doing at the table, and wait for your turn."

"First, we will mix yellow and red. What color will we have when we mix these colors, yellow and red?" Elicit the correct answer from the group, "____, will you and ____ come to the table and help me mix these colors?" Two children can do this at one time with the teacher while two other children can do the same activity with the teacher's aide. The teacher assists one child while the teacher's aid assists the other child. The teacher and aide should pour the correct amount of powdered paint into the small cups with the correct amount of water. Allow the children to stir the paint with the plastic spoons. Have each child walk around the group showing the rest of the children who are seated, the results of mixing the two colors. Following this activity, have a child come up, dip a wet brush into the powdered yellow tempera which has been placed on a piece of newspaper; have him make a line on the newsprint attached to the easel. Have him do the same for red, drawing his line on top of the yellow line he has already made on the paper. "What is the resulting color?" Elicit the correct answer of orange from the children.

Proceed in the same manner for mixing the yellow and blue paint and the red and blue paint. Follow these activities as above by having a child come to the easel and paint a line using the two separate colors so that the children can see how colors can be mixed in painting a picture.

(e) Instruct the children to walk to the two small tables in the back of the room upon which have been placed, small paper cups, plastic spoons, and purple/red/brown/black powdered tempera, and a small jar of water. Instruct the children to stand on one side of the table while the teacher and teacher aide stand on the other side of the two tables respectively. Give each child an opportunity to mix the following paint:

purple/white = lavender
red/white = pink
brown/white = tan
black/white = gray

(f) Needless to say, this activity must be planned in great detail and must be supervised very carefully. Prior preparation is vital. The teacher and teacher aide must be very careful to supply labels to the new colors the children discover.

Book One
Lesson 14

Yellow/Green/Blue
Red/Orange/Yellow
Red/Purple/Blue
Purple/Lavender/Red/Pink
Brown/Tan

Buchanan

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Supplementary Activities

I. Form Perception/Color/Body Movement

A. Materials Needed

(a) Two floor charts with colored circles on them

Red	Blue	Green
Yellow	Purple	Yellow
Blue	Orange	Black

B. Directions for Activity

(a) Have the two large floor charts with colored circles on them placed in two separate parts of the room.

(b) Divide the children into two groups, one group going with the teacher's aide to one chart while the other group goes with the teacher to the second chart.

(c) Have the children line up horizontally, facing the chart, but a few feet away from it.

(d) The teacher and aide should stress the importance of listening carefully so that the children can follow the directions correctly. Stress the fact that although one child will be called upon to perform at one time, that all persons in the group will have an opportunity to participate.

(e) Give directions such as the following:

"_____, step into the red circle. Step out."
"_____, hop on either foot into the green circle. Hop out."
"_____, jump on both feet into the red circle first, and then into the purple circle, and finally into the black circle and then out."
"_____, jump into either the red or blue circle."

"______, step on the circle between the yellow circles."
"______, step over the blue circle onto the yellow circle."
"______, hop on your right foot onto the orange circle, from there, hop on your left foot onto green circle and then out."
"______, hop onto the blue circle and then hop to the nearest yellow circle.
"______, hop onto the green circle and then to the circle which is furtherest or the longest distance away, and then out."

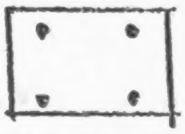
II. Spatial Relationships

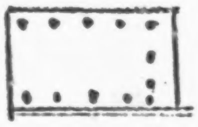
A. Materials Needed

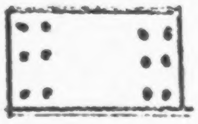
(a) One pegboard per child
(b) Two pegboard patterns per table of children
(c) Assortment of colored pegs

B. Directions for Activity

(a) Pegboard patterns such as the following should have been prepared previously.







(b) The first pattern should be placed in the center of the tables. This pattern will serve as a model for the children to follow.

(c) Give each child a pegboard and a large assortment of beaded pegs.

(d) Instruct the children to make a pattern on their pegboards to match the one in the center of the table.

(e) After successful completion of the first pattern, add patterns two and three respectively. The teacher and aide should walk around the room observing and assisting the children where necessary.

III. Body Image/Body Movement/Awareness (Group Activity)

A. Directions for Activity

(a) This activity may be performed outside on the play area if possible. Otherwise, the classroom should be cleared of obstacles which might prevent proper implementation of the following activity.

(b) Have the entire group line up outside in a horizontal line. Mark a line in the sand so that they will know the boundary line. Mark another line in the sand approximately twenty feet away.

(c) The teacher should demonstrate how to "gallop." The children as an entire group should practice this body movement pattern by galloping from one line to the other. After everyone has completed the gallop, the teacher should demonstrate how to hop on the toes, with both feet off the ground at one time. Have the children perform this activity from one line to the other.

Book One
Lesson 15

The letter "a"
The two parts of the letter "a"
The shape of the letter "a"

Buchanan

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Supplementary Activities

I. Alphabet (Group/Individual Activity)

1. Materials Needed

   (a) Beaded alphabet card; lower case "a"
   (b) Flannel board
   (c) Flannel lower case letters "a," "b," and "c"
   (d) Flocked cardboard letters "a"
   (e) Paper cups with "a" and "b" on outside
   (f) Construction paper lower case letters "a," "b," and "c"
   (g) Low table at eye level of children

2. Directions for Activity

   (a) The flannel board should be placed on the low table. The children should be seated in a semi-circle around the table and teacher. Flannel letters "a," "b," and "c" and flocked cardboard letters "a" should be placed on the table underneath the flannel board.

   (b) The teacher should show the children the beaded alphabet letter "a," tracing the letter with her finger and saying "a" as she traces the path of the letter. Pass the letter around the group, having the individual children feel the shape of "a."

   (c) The teacher should place the flannel letter "a" on the flannel board. From the flannel and flocked letters "a," "b" and c" underneath the flannel board on the table, individual children should, when called upon by the teacher, come to the table, choose an "a" from the assortment of letters on the table, and place the "a" on the flannelboard beside or under the "a" which the teacher has initially placed on the board. Have the child say the letter name as he places the letter on the flannelboard. Caution the children in the group to watch carefully to see if each child chooses the correct letter and says its name correctly. Encourage group participation.

   (d) Place paper cups with "a" and "b" on them on the table in front of the children. Have an assortment of construction paper letters "a," "b," and "c" available for the children to use. Call on individual children to come up to the table, choose an "a" or "b" and put the letter into the correct container labeled for the appropriate letter. Encourage all children to participate.

II. Body Image/Awareness

1. Materials Needed

(a) Words to "Touching" and "Parts of My Body"

2. Directions for Activity

(a) To provide for a change of pace, have each child stand in front of his chair in the semi-circle and quickly go through "Touching" and "Parts of My Body" with appropriate motions. When finished, have them sit again in their chairs in the semi-circle.

III. Drawing/Concept of Long/Short/Longer/Shorter Horizontal Lines

1. Materials Needed

(a) Chalkboard
(b) Chalk
(c) Newsprint for each child
(d) Crayons

2. Directions for Chalkboard Activity

(a) Secure the children's attention. The teacher should draw two horizontal lines on the chalkboard, one much longer than the other. An individual child should be asked to come up to the board while the rest of the group watches. The teacher should ask the child to "bound" the lines with his hands. The child's left hand should be placed at the left end of the long line and his right hand at the right end of the long horizontal line. The child is then asked to transfer to the short line and follow the same instruction. Call the children's attention to the difference between the position of the hands when the lines are "bounded." The hands are closer together when the line is shorter and are farther apart when the line is longer. Call on various individual children to go around to desks, books, etc. to bound them with the hands to see which is longer. For example, in the case of books, have two books where the children can see them. Have the group speculate as to which is longer. Check out their prediction through the "bounding" procedure.

(b) The teacher should draw a few large lines with the broad side of the chalk on the chalkboard. Have individual children come up and trace over the lines which you have drawn on the board. Have them tell you which is longer/shorter.

(c) The teacher should draw a few lines, longer and shorter on the board and have the group tell by visual inspection alone which is longer/shorter.

3. Directions for Desk Activity

(a) The children should be instructed to return to their individual desks/tables from the semi-circle.

(b) A piece of newsprint and crayons should have been placed at the individual tables/desks for each child by the teacher aide during the preceding activity.

(c) Instruct the children to take a crayon and draw a long horizontal line across the paper from left to right. Next, draw a shorter line underneath across the paper from left to right. Have each child "bound" the lines, to see the difference. Continue this activity using horizontal lines only. Have the children use a different color for each group of lines. (red/black/green, etc.)

Book One
Lesson 16

Letters "a," "b," and "c" Buchanan

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Supplementary Activities

I. Alphabet (Group/Individual Activity)

1. Materials Needed

(a) Beaded alphabet cards, lower case "a," "b," and "c"
(b) Paper cups with "a," "b," and "c" pasted on
(c) Cardboard letters "a," "b," and "c"
(d) Low table

2. Directions for Activity

(a) The children should be seated in a semi-circle around the teacher.

(b) The teacher should hold up an "a," "b," and "c" in succession and review with the group of children the letter name for each of the letters. Similarly, show the children the beaded letters. Permit the children to pass these beaded cards around and feel the shape of the letters.

(c) The teacher should instruct the children when called upon individually, to come to the table, choose a letter, and place it in the correct paper cup. Allow all children to participate; each child should have an opportunity to place a letter in one of the cups. Have the children say the letter name as they place the letter in the cup/cups. Stress the importance of the group's listening and watching to make sure that everyone says the correct letter name and places the letter in the correct container.

II. Body Image/Awareness/Coordination

1. Directions for Activity

(a) Have the children line up in two lines at opposite ends of the room. The teacher should work with one group while the teacher's aide works with the other group.

(b) The teacher should demonstrate how to jump one step forward with the feet together. Instruct the children to jump 4 - 6 steps forward in this manner.

(c) The teacher should demonstrate how to jump one step on one foot, holding the other foot off the floor. Instruct the children to jump 4 - 6 steps forward in this manner.

III. Visual Discrimination/Figure Ground/Visual Memory (Group Activity)

1. Materials Needed

(a) Low table on eye level of children
(b) Concrete items such as: 2 books, 2 erasers, 2 keys, 2 glasses, 2 red crayons, 2 safety pins, 2 plastic spoons, 2 pencils, 2 clothespins, 2 scissors

2. Directions for Activity

(a) The children should be seated in a semi-circle around the table and the teacher.

(b) Place the concrete objects in front of the children in the following manner:

(1) book, eraser, book (Find object that is different.)
(2) crayon, crayon, spoon (Find object that is different.)
(3) key, chalk, key (Find object that is different.)
(4) safety pin, safety pin, pencil (Touch the objects that are the same.)
(5) glass, eraser, glass (Touch the object that is the same as the first object.)
(6) red clothespin, pencil, red clothespin (Find objects which are alike.)
(7) red clothespin, green clothespin, red clothespin, yellow clothespin (Touch the two objects which are alike.)
(8) scissors, scissors, chalk (Touch object which is different.)

Book One
Lesson 17

Letters "a," "b," and "c"   Buchanan
Letter "d"
Word "dad"

****

Supplementary Activities

I. Alphabet (Group/Individual Activity)

1. Materials Needed

(a) Magnetic chalk board
(b) Magnetic letters "a," "b," "c," and "d"
(c) Low table

2. Directions for Activity

(a) The children should be seated in semi-circle around teacher and magnetic chalk board

(b) The teacher should place the letter "a" on the chalk board. Have the children in the group give the letter name; do the same for "b," "c," and "d" in succession. Place the letters in a horizontal line.

(c) With the duplicate letters available, the teacher should pick out a letter from the "a," "b," "c," "d's," call on an individual child to come to the chalk board and place the letter under the letter it matches or is "the same as." Have the group say the letter name each time a letter is added to the board. Each child should have an opportunity to participate.

II. Drawing (Group/Individual Activity)

A. Long/Short/Longer/Shorter/Equal Concept/Horizontal/Vertical Lines

1. Materials Needed

(a) Chalk board
(b) Chalk
(c) Newsprint for each child
(d) Crayons

2. Directions for Chalk board Activity

(a) The children should be seated in a semi-circle around the chalk board and teacher.

(b) The teacher should draw a long line and a shorter horizontal line. She should call upon the group to indicate which is longer/shorter. If some of the children experience difficulty with this task, have them "bound" the lines as in the previous lesson on this task. Proceed with vertical lines in the same way.

(c) Call on individual children to come to the board. Upon direction from the teacher, have the child draw a line from left to right across the board. Instruct the child to draw another line under it. Which is longer? Which is shorter? Do the same with vertical lines--draw line down the chalk board from the top to the bottom of the board. Proceed in same manner as with the horizontal lines. Which is longer? Shorter?

(d) Equal Lines

The teacher should use a similar procedure as that used in teaching longer/shorter horizontal and vertical lines. Equality means that the lines are neither longer nor shorter. Draw equal lines on the chalk board; have individual children come to the board and "bound" the lines with the hands; help the children observe that no change occurs in the position of the hands when equal lines are bounded.

(e) The teacher should draw some equal horizontal and vertical lines on the board and have the children visually inspect the lines and identify equal lines. If the children seem to experience difficulty with this task, draw equal lines with the broad side of the chalk on the chalk board, and have individual children trace over your line with chalk to get the "feel" of equal lines.

3. Directions for Seatwork Activity

(a) Each child should be seated at his table/desk. The teacher's aide should have placed a piece of newsprint and crayons at each child's desk/table during the preceding activity.

(b) Instruct the children to draw a long line across the paper from left to right, and another shorter line underneath. Have the children draw a series of long/shorter horizontal lines with a different color for each set of lines.

(c) Instruct the children to draw a vertical line from the top of the page to the bottom of the page. Draw another line which is shorter. Have the children use the reverse side of the piece of newsprint for the vertical lines. Have them use different colors for each set of lines.

APPENDIX
(Book One)

PARTS OF YOUR BODY

"There are two little eyes to open and close;
There are two little lips and one little nose.
There are two little cheeks and a tongue shut in;
There are two little ears and one little chin.
There are two littls arms and elbows neat;
There are two little shoes on two little feet.
There are two little shoulders stout and strong;
There are two little hands busy all day long."
--Adapted[1]

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TOUCHING

"I'll touch my hair, my cheeks, my hand;
I'll touch my feet, and then I'll stand.
I'll touch my nose, my lips, my chin;
I'll touch my arm all covered with skin.
I'll touch my ear; I'll touch my chest;
I'm tired of touching, so I'll rest."[2]

****

CONCEPT OF RIGHT AND LEFT

"This is my right hand,
I'll hold it up high.
This is my left hand,
I'll reach to the sky.
Right hand, left hand
Twirl them around.
Left hand, right hand
Pound, pound, pound.

This is my right foot,
Tap, tap, tap.
This is my left foot,
Pat, pat, pat.
Right foot, left foot,
Run, run, run.
Left foot, right foot,
Jump for fun.

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[1,2] Scott, Louise Binder. Learning Time with Language Experiences for Young Children. New York: Webster Division, McGraw-Hill Book Company, 1968, pp. 12, 13.

APPENDIX
(Book One)
(Continued)

"Oh, the noble Duke of York
He had ten thousand men.
He marched them up the hill,
and marched them down again.

And when you're up, you're up,
And when you're down, you're down,
And when you're either half way up,
You're neither up nor down."

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ROUND IS A CIRCLE

"Round is a circle; round is a ball;
Round is a button, large or small.
Round is a snowman made of snow.
Round is your mouth when you say "Oh."[3]

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[3] *Ibid.*

APPENDIX

BOOK ONE
Continued

Duck Walk

Place hands on knees and perform deep knee bend. Have the child walk forward in this position. The child may place his hands behind his back with his palms together and his fingers pointing backward in imitation of a duck's tail.[1]

Rabbit Hop

The child should place his hands on the floor and perform a deep knee bend. He should move his hands forward and, keeping his hands on the floor, bring his feet forward between his hands with a jump. The child then moves his hands forward again and repeats the process as he progresses across the room.[2]

Crab Walk

The child should squat down reaching backward and putting both hands flat on the floor behind him without sitting down. Ask the child to walk or run in this position. The head, neck, and body should be in a straight line.[3]

Measuring Worm

The child should be asked to place his hands on the floor in front of him and about shoulder width apart. His legs should be stretched out straight behind him with the weight of the body supported on the arms and toes. The arms should be kept straight and the body should be straight from head to heels. Have the child keep his hands stationary and knees straight. Ask the child to bring his feet up by little steps until they are as close to his hands as possible. Next, keeping the feet stationary, ask the child to move his hands forward with little steps until he has reached the starting position again. This series of movements is repeated as the child progresses forward across the room.[4]

Elephant Walk

Two children are required for this game. The first child should grasp the second child at the hips. The second child then jumps upward and locks his legs high around the hips of the first. He then drops backward and works his head, shoulders, and arms between the legs of the first child. The first child then drops forward onto his hands keeping his arms and legs stiff. Both children hold these positions while the first child walks forward.[5]

[1, 2, 3, 4, 5] Kephart, Newell C. The Slow Learner In The Classroom, p. 234-235.

APPENDIX B

TEACHER'S MANUAL

REINSTEIN REINFORCEMENT SCHEDULE
DEVELOPED FOR
HEAD START EVALUATION 68-69

Prepared by: Barry J. Reinstein
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REINSTEIN REINFORCEMENT PROGRAM

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REINSTEIN REINFORCEMENT PROGRAM

I. General Objectives of Reinforcement Program

The reinforcement program described herein has three basic objectives. First, the reinforcement program was developed to emphasize and strengthen the various concepts and skills introduced through the Buchanan Readiness in Language Arts materials. Such concepts as left and right, up and down, top and bottom, under and over, first and last, front and back, colors, letters, and words, will be constantly reviewed and re-emphasized by the reinforcement materials. The rationale underlying the reinforcement program is that the children must be able to understand, apply and retain the information presented to them by means of the Buchanan package. The reinforcement pictures, formally called "progress checks", will be an indication of the extent to which the lessons have been learned by the Head Start children.

Second, the reinforcement program will attempt to instill within the Head Start children, the attitude that learning can indeed be an enjoyable experience if not actually fun. According to the program the children will be asked to do things which they like to do (e.g. color) and will receive prizes or rewards which they enjoy having (e.g. candy, toys). Thus, by means of the reinforcement program, the association of learning and enjoyment (having a good time) will be strengthened.

Third, the reinforcement program attempts to develop in the children attitudes that would be conductive to active participation in the learning process of the school, particularly with respect to motivation to achieve and to such related variables as persistence and delay of gratification. The general procedure by which we hope to promote the above attitudes is to reinforce (emphasize, praise, call special attention to) childrens' behavior which is indicative of or conductive to adequate school performance. Instead of waiting for such behavior to occur by itself, the reinforcement program introduces and calls forth the desired behavior so that it can be reinforced. (It need be mentioned here that all spontaneous desired behavior (anything relating to learning activity) is to be reinforced as well (i.e. verbally-praise).

The reinforcement when it does occur will be both a) immediate and concrete and b) delayed and symbolic. The rationale for this two-fold approach is to lead the children from the concrete relationships of their present environment to the abstract relationships they will face upon entering the formal school system. It should be emphasized here that this transition will be a very gradual one.

The teacher will acquire a more thorough grasp of the intent of the reinforcement program if she keeps in mind five patterns of behavior common to the disadvantaged child which the program is attempting to overcome.

1. The disadvantaged child does not receive enough reinforcement of his behavior. We, during this program will attempt to reinforce all desirable behavior.

2. Reinforcement for the disadvantaged child, when it does occur, usually comes from another child. This program emphasizes adult-administered reinforcement.

3. Reinforcement for the disadvantaged child is usually only non-verbal. Our program will strongly emphasize verbal reinforcement

(praise) in conjunction with pats, hugs, etc.

4. Reinforcement for the disadvantaged child is less focused in terms of being directed towards the adequacy of his specific acts. That is, his reinforcement is apt to consist of a rather vague, generalized approval such as, "That's a good boy", or merely a smile, rather than such specific approving words as, "You tied your shoes just right" or "You really did a good job of helping me with the sweeping". The teacher in this program is to emphasize the latter approach at every opportunity.

5. Reinforcement for the disadvantaged child is more toward inhibiting behavior than it is toward encouraging exploratory activity. Teachers in the present program should attempt to reinforce only those behaviors which are or are leading to learning experiences.

II. General Information Concerning the Reinforcement Program

1. The reinforcement program is similar to the Buchanan and Supplement packages in that it requires a specific block of time. This block of time is approximately 20 minutes.
2. The reinforcement program consists of:
    a. Administering the progress check pictures
    b. Dispensing candy for successful performance
    c. Allowing the children to select their free play activity and toys when appropriate
    d. Staying with and guiding the free play activities of the children for the entire specified time
3. The reinforcement program follows immediately upon the completion of the supplement materials for that particular

day. By no means can the reinforcement be postponed until the afternoon or some other convenient time.

4. The reinforcement program will occur once per day, in correspondence with one lesson per day on the Buchanan and Supplement material. However, verbal reinforcement (praise) should continue throughout the entire school day.

5. Reinforcement candy will be provided for every teacher. The candy will be packaged in cellophane bags with five small pieces of candy per bag. Each child upon success with the progress check pictures is to receive one (1) bag of candy.

6. Distribution of the candy should take place away from the teaching area whenever possible.

7. Reinforcement prizes (toys) will be provided for every teacher. A wide selection of toys will be available. It must be remembered, however, that the children are to be given a choice of only four (4) prizes during any particular two week period. Every two weeks the selection of toys must be changed.

8. Distribution of the prizes should take place away from the teaching area whenever possible.

9. Each teacher should obtain a reasonably large cardboard box for each child in the class. This box can then be used to hold progress check pictures, candy, toys or similar objects. (These boxes should be obtained from the local area, for it would be impossible to mail such material without excess damage.)

10. Each teacher must remember to record in the reinforcement book:

    a. The number of the progress check each child succeeds with

b. The activity each child selects

c. The appropriate number of successes each child has accumulated to date (starting over again after each four (4) successes for each child)

d. The specific toy each child selects upon accumulating four successes.

III. Reinforcement Record Book

The reinforcement record book will provide an overall picture of the whole reinforcement program. The book consists of:

a. General information pertaining to the project.

b. Daily lesson record sheets

c. Sample copies of each of the progress check pictures for every lesson of the Buchanan package.

A narrow yellow marker will be provided on which to list the names of all the children in the class. This marker needs to be advanced in the book after each lesson is completed. Reference to the record book will remove any hesitancy as to which progress check pictures are to be presented with which Buchanan and supplement lessons. It must be remembered that the record book is to be filled out everytime a lesson is presented.

IV. Step-by-Step procedure for administration of Reinstein Reinforcement Program

1. Before presentation of the very first Buchanan lesson, the teacher must explain to the children in appropriate terms (to their understanding) how this project is to work. That is, the teacher need only explain that the children will learn and do many enjoyable things in the coming months, and that if each child will

pay attention to the activities presented and does a good job with them (not necessarily perfect) they will receive some prizes later on. The teacher should re-emphasize that the prizes will only be given to those children who do exactly as they are told.

2. Immediately upon completion of the supplement activities, the teacher should again remind the children that if they do the next activity just as they are told to they will receive candy, etc.

3. The teacher will then present picture number three (3) — the most difficult-to all the children and read the instructions written on the picture. It should be mentioned here that the teacher may vary the instructions somewhat in order to make the task clearer to the children, but the teacher may not change the intent of the task. The teacher should also not give any cues as to how the task is to be done. This is a test (although we never say this to the children) and should be treated as such.

4. The teacher and aide (s) should carefully watch the children at work and become sensitive to when they need the instructions repeated once more. This is allowable, but again do not give the answer away. If questioned by a child the teacher or aide (s) should reply "........go ahead and do exactly as I have said. Do the very best you can."

5. As soon as a child appears to be finished the teacher should check his work. If the child has been successful, the teacher is to write the child's name on his picture and send him to the aide to receive his candy.

6. The question will arise as to what is the criterion of success. The child does not have to make a perfect picture. The teacher should be very flexible and lenient. That is, if the task

calls for the child to color a letter red, any red coloring in the appropriate letter is O.K. As long as no other object on the page has been colored, the child does not have to fill in all the letter. Similarly, if the child is asked to color a word, any coloring of just that word, indicating that the child knows what you asked, is a success. Don't be too strict. We want the children to succeed.

7. The teacher is to check each child's picture separately and send those children succeeding to the aide one at a time.

8. The aide will collect the successful childrens' pictures as the children are sent to her. The aide will then give each of these children a bag of candy and emphasize that they are getting the candy because they have done such a good job. These children then go to another aide (it may be the same aide if only one (1) is available) who will inform each child of the choice of free play activities and allow the child to make his selection.

9. The teacher during this time is explaining to the remaining children what should have been done with picture number three (3) This is the time to teach. The teacher then collects all the incorrectly marked picture number 3's and gives out picture number two (2), saying ".....You almost got that picture right, but now lets try this one."

10. The teacher then reads the instructions for picture number 2, and goes through the same procedure as described above for picture number 3.

11. The aides perform the same activities as described for picture number 3 (i.e., point #8)

12. The teacher will explain to the remaining children what should have been done with picture number 2 and will then go to

picture number one (1) in the same fashion as presented above.

13. The aides act as described above in picture number 3.

14. At this time all the children should have been successful with at least one of the three pictures and received his candy and play activity, thus it is at this time that the aide or the teacher indicates in the reinforcement record book the activity each child has selected. Next, the teacher or aide will obtain from the pictures collected the number of the picture each child was successful with and record this in the book. The pictures should then be placed in each child's individual box, to be taken home later (the picture not the box). Also recorded in the book at this time is the accumulated number of successful lessons each child has completed up to this date.

15. The teacher should look over the previous day's book and determine which children have received three (3) successes, so that upon their fourth (4th) success they will be given their choice of a toy. Thus, after every four successes the teacher is to begin recording from one (1) again.

16. The teacher must select ahead of time the four (4) toys which will serve as prizes for a two-week period. These choices must be written on each record sheet for each lesson. Whenever a child has successfully completed 4 lessons the teacher or aide will allow him to chose his prize immediately after receiving his candy and prior to going to his play activity. The teacher or aide will record his choice in the record book. It may be clarified here, that the reason for keeping the same toys as choices for two weeks is to give the children a chance to pick another object which they saw and wanted the time before.

17. In the event that some children do not get any of the pictures correct, these children are not to receive any candy and are to be told what activity they are to play at. Do not give these children a choice. It must be emphasized here that tact must be used and the teacher must explain to these children why they have not received the candy and choice of activity and stress the point that tomorrow they will get another chance,

18. This procedure of explaining why the children are being reinforced should be continued until the children understand how the system works. About two week s time should be sufficient for this understanding but if it is necessary to explain for each lesson by all means do so.

19. Anywhere within the above procedure the teacher may suggest to the children that they may color the rest of the pictures at home and can put them together to form a coloring book. Also, the teacher should mention that the candy may be eaten immediately or saved for a later time.

20. The teacher is required to change the choice of play activities once a week. This will provide additional variety for the children.

V. Concluding Remarks

The experiment you are about to enter into is both significant and exciting. You will be contributing to the ever increasing body of knowledge concerned with how children learn. It is sincerely believed that the materials and training with which you have been provided in addition to your own ability and sensitivity will have a significant effect upon the lives of your students. We wish you best of luck and would welcome any comments and/or opinions you may have pertaining to the implimentation of the reinforcement program.

Barry J. Reinstein

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Suggestions for Classroom Arrangement

Specific areas within room

1. block corner
2. doll corner
3. rug or circle (open place for story telling, etc.)
4. science corner
5. painting area
6. woodworking area

Suggested Free Play Activities

Indoor Equipment (Manipulative Materials)

1. felt board and felt pieces
2. pegboards
3. puzzles
4. blocks (units building kindergarten blocks)
5. wooden telephone
6. ABC blocks
7. beads
8. small plastic bricks
9. hammer - nail set
10. parquetry set (a patterned wood inlay)
11. wooden shoe
12. dressing frames
13. postal box
14. counting frame.
15. stacking discs
16. barrels (graduated size)
17. clock
18. knock-out bench
19. pounding bench
20. graduated cylinders
21. dominoes
22. divided puzzles
23. sequence boards
24. spinner board games
25. lotto boards
26. Lincoln logs
27. block puzzles
28. housekeeping dolls and dress-ups
29. block (large, hollow)
30. transportation toys
31. clay, play dough, paint, crayons
32. water play
33. paper maiche
34. sand table
35. paper cutting with scissors.
36. books
37. story telling or reading - listening time
38. record player

Outdoor Equipment

1. jungle gym
2. sand box
3. rubber saddle swings
4. slide
5. tricycles of varying sizes
6. pedal cars
7. wagons
8. wheelbarrows
9. small cars and trucks
10. doll carriages
11. rocking boat
12. balls
13. see-saw
14. balance board

Suggested Rewards

1. watches
2. boats, trucks, cars
3. coloring books
4. crayons
5. clay
6. animal erasers
7. ballons
8. marbles
9. small plastic airplanes
10. baby dolls
11. little girl bracelet and necklace
12. parachutes
13. binoculars
14. western sets
15. banjos
16. skipping ropes
17. monkeys on sticks
18. kiddies stationery
19. brave chief headdress

APPENDIX C

Common National Evaluation Instruments

National Evaluation Instruments

I. Pre and Post Tests:

1. Stanford-Binet, long form
2. Birch Response Style
3. Inventory of factors affecting the Stanford-Binet
4. Gumpgookies
5. WPPSI - Animal House
6. Revised Pre-School Inventory
7. Family Interview
8. Play Situation-Picture Board Sociometric Technique

II. "Middle Measure" Tests:

1. Classroom Observation of Substantive Curricular Input (OSCI)
2. Post Observation Teacher Rating Scales (POT)

III. Additional Child and Program Variable Instruments:

1. Characteristics of Teaching Staff
2. Child Master Data Form
3. Staff Member Information
4. Class Registers
5. Quality Control Standards
6. Parent Consent Forms
7. Class Facilities and Resources Inventory
8. Class Parent Participation Record
9. Center Parent Participation Record
10. Medical/Dental Information
11. Parent Inventory

APPENDIX D

Head Start Intervention Check List

Region ______________ Treatment ______________

Center ______________ Book __________ Lesson __________

Teacher ______________ Time: from __________ to __________

Monitor ______________ Number of Children ______________

Date ______________ Number of Aides ______________

	YES	NO
1. Adheres to 30-minutes specified time period per Buchanan lesson. (If less than 25 minutes or more than 35 minutes, write amount of time in NO column.)		
2. Adheres to specification of one Buchanan lesson per day.		
3. Adheres to correct sequencing of Buchanan lesson followed by supplement.		
4. Adheres to specified 20-minutes break following Buchanan lesson. (If less than 15 minutes or more than 25 minutes, write time in NO column.)		
5. Adheres to allotted 30-minute time period for supplement lesson. (If less than 25 minutes or more than 35 minutes, write time in NO column.)		
6. Teaching was begun within 10 minutes of schedules time. If not, include explanation given by teacher for deviation from scheduled time in the COMMENTS section.		
7. Indicate which objectives of Buchanan lesson were covered by teacher and which were omitted. (Write in number of page corresponding to relevant objective.)		

COVERED ______________ OMITTED ______________

8. If applicable, indicate which activities of Swanson Supplement were covered by teacher. Which were omitted? If not applicable, check box to right.

NOT APPLICABLE ☐

COVERED ______________________________

OMITTED ______________________________

9. COMMENTS ON PREPARATION AND ADMINISTRATION: ______________________________

HEAD START INTERVENTION CHECK LIST

Region ____________________

Center ____________________

Teacher ____________________

Monitor ____________________

Date ____________________

REINFORCEMENT ____________________

Book __________ Lesson __________

Time ____________________

Number of Children ____________________

Number of Aides ____________________

		YES	NO
10.	Teacher follows correct sequencing of Buchanan lesson, supplement, and reinforcement.		
11.	Children are presented with test pictures immediately following completion of supplement lesson.		
12.	Test pictures are handled appropriately, i.e., if child fails on first picture, next easiest picture is given, etc.		
13.	Children are reinforced with M & M's following successful performance on a test picture.		
14.	Teacher gives each child selection of activities immediately after success with pictures.		
15.	Time (15 to 20 minutes) is provided for child to engage in chosen activity following success on a test picture.		
16.	Distribution of rewards takes place away from teaching area.		
17.	Each student has his own place to keep and accumulate toys, etc.		
18.	Reinforcement records are up to date.		
19.	Reinforcement records are kept accurately.		

20. Use the space below to make any comments you feel are necessary and are not covered by the above items.

____

____

____

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University of South Carolina

APPENDIX E

Head Start Evaluation and Research Center
Examiner Evaluation Form

Examiners Evaluation Forms

Examiner's Name ______________________________ Examiner's No. ____________

Test Observed ______________________________ Observer ____________

Date ______________________ Time spent observing (minutes) ____________

Directions: The observer is to place a letter rating (A, B, C, D) in the appropriate blank, designating in his judgment the examiner's competence during the period of observation. Under "Comments," specific references should be made to relevant behavior, positive or negative, as appropriate.

Rating Key:

A - highly professional competence; near optimal performance for conditions; data valid.

B - good overall competence, but with specific minor areas needing improvement; sati factory performance; data valid.

C - competence only fair; inefficient procedures which jeopardize the validity of th data; this area requires special attention.

D - insufficient competence; inappropriate procedures which invalidate the data; unacceptable performance.

___1. RAPPORT: Is the relationship established by the examiner conducive to valid responses from the child?
Comments ______________________________

____

___2. MECHANICS: Is the examiner's knowledge of and skill with materials and procedures sufficiently expert?
Comments ______________________________

____

___3. PROBING: Has the child's capacity to respond correctly been maximally probed within the context of the item?
Comments ______________________________

____

___4. REINFORCEMENT: Are the examiner's reactions to the child's responses appropriat to the situation?
Comments ______________________________

____

___5. TEST-ORIENTED NEEDS: Does the examiner demonstrate a sensitivity to the characteristics of the child relevant to the test situation and adapt the administratio accordingly?
Comments ______________________________

____

___6. BIOLOGICAL NEEDS: Does the examiner demonstrate a sensitivity to fatigue, boredom, biological needs, etc., and take proper steps to alleviate them quickly?
Comments ______________________________

____

___7. In your judgment are the data obtained by this examiner acceptable?
(A - Yes, B - Questionable, C - No)

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APPENDIX F

UNIVERSITY OF SOUTH CAROLINA
COMMITTEE ON EDUCATIONAL RESEARCH

REPORT ON TESTING CONDITIONS

Date ______________________

Observer ______________________

Test ______________________

Tester ______________________

CENTER ____
Name of Center City State

TESTING SITE

Type of Facility (room, porch, etc.) ______________________

____

Location (center bldg., adjoining bldg., etc.) ______________________

____

CONDITIONS	Optimal or Good	Fair but Acceptable	Unacceptable
Accessibility to Classroom			
Freedom from noise			
Privacy			
Working space			
Working surface, chairs, etc.			
Lighting			
Ventilation			
Temperature			
Cleanliness			

COMMENTS ____

____

____

____

OVERALL RATING OF CONDITIONS

A - Optimal
B - Good
C - Fair but adequate (insignificant deleterious effects on.data).
D - Conditions so poor that data are significantly impaired.

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APPENDIX G

Cover Letter and Sample Questionnaire

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, S. C. 29208

School of Education

July 30, 1968

The University of South Carolina Evaluation and Research Center for Project Head Start is one of thirteen centers throughout the United States charged with the responsibility for performing research and evaluation functions designed to enhance the effectiveness of Head Start Programs. The South Carolina Center serves the states of Virginia, North Carolina, South Carolina, Georgia, and Florida.

During the 1968-69 year, the research emphasis in this region will be in the area of language development. Thirteen Head Start Programs will be selected in the region to participate in the research. It has been suggested to us that your program might meet the criteria for inclusion in this sample and that you may be interested in participating.

Essentially, the research will consist of implementing several approaches to language development in various locations and comparing the effectiveness of the programs. Children will be tested on several variables early in their Head Start experience and again near the end of their first year.

Two teachers from each participating program (it is recognized that one Head Start Center may have several programs or sub-units) will be involved in the investigation and some of these groups of two will receive training in the use of a given language program from personnel of the Evaluation and Research Center. In the case of one pair of teachers, the training will be approximately three weeks in duration. The teachers from the other twelve programs will receive considerably less training and in some cases none at all.

It is obvious that any time an on-going educational program is involved in a research project, there is some inconvenience to those responsible for operating the program. Naturally if your program is included in the investigation, every effort will be made to make this inconvenience minimal. It does seem appropriate, however, to list as concisely as possible those items and activities which are required or will affect each participating program. These are listed below:

1. Each child in one class of each participating program will be tested for approximately six hours in the fall and again for approximately six hours in the spring. No child will be tested for more than ninety minutes in one day.

2. Two teachers in each participating program will conduct a language development program in accordance with instructions from the Evaluation and Research Center. In some cases this will involve special training for the teacher which will be conducted by University of South Carolina personnel.

3. Because of the extensive individual testing noted above, it is necessary that one and perferably more rooms be available for testing purposes. It is necessary that the room(s) be equipped with a table and two chairs.

4. In order to avoid delays and conserve resources, children must be available when needed for testing during the school day.

5. In addition to tests administered to each child, additional information related to the classroom and to teaching personnel will be collected.

6. An observer will visit one of the two participating classes in each program on an average of twice per week.

7. Less frequently, other observers will visit the Center for supplementary information.

In order to determine if programs conducted by your Center meet certain other criteria for inclusion in the research project, a questionnaire is enclosed. The questions refer to the Head Start classes which will begin in late summer or early fall of 1968. As some of the information requested cannot be known at this time, it will be necessary for you to submit estimates which are as accurate as you can make them now. We will sincerely appreciate your completing the questionnaire and returning it to this office by August 5, 1968.

We are most interested in having your program participate in the investigation and we believe that our combined efforts may lead to improved programs of language development in preschool educational programs.

Thank you for your consideration.

Sincerely,

W Boyd LeGrand

W. Boyd LeGrand
Director of Research Operations
Committee on Educational Research

Enclosure

UNIVERSITY OF SOUTH CAROLINA
REGIONAL EVALUATION AND RESEARCH CENTER
FOR PROJECT HEAD START

1968-1969 EVALUATION
SAMPLE IDENTIFICATION QUESTIONNAIRE

NAME OF CENTER: ______________________________ Office Tel. No. __________

ADDRESS: ______________________________

____

CENTER DIRECTOR: ______________________________ Home Tel. No. ____________

ADDRESS: ______________________________

____

Please place an "X" in the appropriate box for each question. If the question calls for a numerical quantity, place the appropriate number in the box.

If any of the items need clarification in order for you to answer them, please feel free to call Mr. Boyd LeGrand or Mr. Robert Branham collect: 803/777-8108, Columbia, South Carolina.

Governing Agency: ☐ Community Action Program ☐ Board of Education

I. LANGUAGE DEVELOPMENT PROGRAM

Yes	No	Number	
☐	☐		1. Is your Head Start Center interested in adopting a new language development program?
☐	☐		2. Are there at least two teachers in your Head Start Center who would be interested in learning a new language development program?
		☐	3. If the answer to #2 is "yes," how many teachers would be interested in learning a new language development program?

Yes	No	Number	
		☐	4. How many of these teachers would be willing to attend a language development training session that may last as long as three weeks? (They would be paid a per diem by the University of South Carolina and their regular salary by the Office of Economic Opportunity. Substitute teachers would be paid by the University of South Carolina during the training period.)
☐	☐		5. Would it be possible for these teachers trained by the University of South Carolina to be assigned to teach the classes in your Head Start Center suggested by the University of South Carolina Evaluation and Research Center?
☐	☐		6. If one of the trained teachers vacates her position, would it be possible to assign another teacher trained by the University of South Carolina personnel to the class vacated by the other teacher?
☐	☐		7. Would the children who were to be tested be at our disposal to be tested as necessary?
☐	☐		8. Would facilities for testing the children be available (rooms, tables, chairs)?
☐	☐		9. Would it be agreeable for observers to visit the selected classes for frequent and intermittent observations?
☐	☐		10. Do all classes begin at the same time? (within three days of each other)
________________			11. If the answer to #10 is "yes," what is the beginning date?
			12. If the answer to #10 is "no," list the date most classes begin and the exceptions.

____________________ Date most classes begin

Exceptions:

*Name of Class	**Class No.	Beginning Date

12.

*Name of Class	**Class No.	Beginning Date

* Class name - The name of the class is usually the name of the school, church, or other building in which the class is conducted. (Example - St. Paul's Baptist, Zion Lutheran)

** Class number - Classes that meet in the same building (location) and therefore have the same class name, should be numbered 1, 2, 3, etc. If a location contains only one class, number that class as 1.

If you have additional classes, please list them on a separate page and attach it to the questionnaire.

July 30, 1968

II. TEACHER - CLASS INFORMATION

Table I should be completed according to the following directions:

Column 1: Class name - The name of the class is usually the name of the school, church, or other building in which the class is conducted. (Example - St. Paul's Baptist, Zion Lutheran)

Column 2: Number - Classes that meet in the same building (location) and therefore have the same class name, should be numbered 1, 2, 3, etc. If a location contains only one class, number that class as 1.

Column 3: Rural-Urban - Place an "X" in the "Urban" column if the location in which the class meets is in a place of 10,000 inhabitants or more incorporated or unincorporated as cities, boroughs, towns, or villages. Otherwise, place an "X" in the "Rural Column." Mark only one column for each class.

Column 4: Testing Rooms - This asks for the number of rooms avaliable for testing at each location. If two or more classes meet in one location, record the number of rooms available for testing in that location.

Column 5: Children with no Previous Head Start Experience - For each item, information should pertain ONLY to the children in the class with NO previous Head Start experience. Inasmuch as the classes have not yet been formed, please estimate as accurately as possible answers to the following items.

a. Male - the number of male children with no previous Head Start experience in each class.

b. Female - the number of female children with no previous Head Start experience in each class.

c. Age range - in the space provided give the age of the youngest child in each class, in years and months, and the age of the oldest child, in years and months. This refers only to children with no previous Head Start experience.

d. Ethnic groups - list each ethnic group represented in each class, and the percentage of each group. This still refers only to children with no previous Head Start experience.

Column 6: Language Pattern - This item refers to the language spoken in the classroom, as defined by the following definitions:

(1) Standard English - English whose vocabulary, grammar, and pronounciation does not differ radically from locale to locale, or from region to region.

(2) Dialect English - A variety of English that is used by one group of persons and has features of vocabulary, grammar, or pronounciation distinguishing it from other varieties used by other groups. A local or regional variety of English chiefly oral and orally transmitted and differing distinctively in vocabulary, grammar, and pronounciation from other local or regional varieties and from the standard English language. It is easily recognizable as being different from the language of the listener who uses standard English.

(3) Other language - Any language other than English, e.g., Spanish.

a. Teacher - Place an "X" in the column under "Teacher" which indicates the language spoken by her in the classroom. If the language spoken is other than "Standard English" or "Dialect English," please specify the language (e.g., Spanish, French).

b. Class - Place an "X" in the column under "Class" which indicates the language spoken by the children in the classroom. If the language spoken is other than "Standard English" or "Dialect English," please specify the language.

Column 7: Give the total number of children who will be in each class. This total should include both the children with and without previous Head Start experience. This, too, may be an approximation but please estimate as accurately as possible.

TABLE I

1	2	3		4	5				6						7
					CHILDREN WITH NO PREVIOUS HEAD START EXPERIENCE				LANGUAGE PATTERN						
									TEACHER			CLASS			
CLASS NAME	NUMBER	URBAN	RURAL	TESTING ROOMS	MALE	FEMALE	AGE RANGE	ETHNIC GROUPS Example: Negro 70% Indian 30%	STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	TOTAL
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								

Page ___ of ___

TABLE I

1	2	3		4	5				6						7
CLASS NAME					CHILDREN WITH NO PREVIOUS HEAD START EXPERIENCE				LANGUAGE PATTERN						TOTAL
									TEACHER			CLASS			
	NUMBER	URBAN	RURAL	TESTING ROOMS	MALE	FEMALE	AGE RANGE	ETHNIC GROUPS Example: Negro 70% Indian 30%	STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								

TABLE I

1	2	3		4	5				6						7
CLASS NAME	NUMBER	URBAN	RURAL	TESTING ROOMS	CHILDREN WITH NO PREVIOUS HEAD START EXPERIENCE				LANGUAGE PATTERN						TOTAL
					MALE	FEMALE	AGE RANGE	ETHNIC GROUPS Example: Negro 70% Indian 30%	TEACHER			CLASS			
									STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	STANDARD ENGLISH	DIALECT ENGLISH	OTHER (SPECIFY)	
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								
							Youngest___yrs.___mos. Oldest ___yrs.___mos.								

APPENDIX H

SCHEDULE OF DAILY ACTIVITIES

Regional Training Program
Head Start Evaluation 1968-69

University of South Carolina
Head Start Evaluation and Research Center

Committee on Educational Research
School of Education
Columbia, South Carolina

October 1968

Committee on Educational Research
Faculty Involved in Training Program

Dr. Myles Friedman	Chairman, Committee on Educational Research
Dr. George Lackey	Assistant Professor Research Administration
Mr. Garrett Mandeville	Instructor Statistics and Computer Applications
Dr. John Otts	Dean, School of Education
Mr. Charles Statler	Assistant Professor Educational Measurement

University of South Carolina
Head Start Evaluation Training Staff

Mr. Boyd LeGrand	Director of Operations
Mr. Bob Branham	Evaluation Coordinator
Dr. Rebecca Swanson	Special Early Childhood Consultant
Mrs. Rosanne Gmuer	Training Supervisor
Mr. Barry Reinstein	Training Supervisor
Mrs. Mary Ann Pollack	Administrative Assistant
Mrs. Carolyn Brown	Training Assistant
Mrs. Ellen Gibbes	Training Assistant
Mrs. Sidney Hicks	Training Assistant
Mrs. Florence Kiester	Training Assistant

University of South Carolina
Head Start Evaluation Training Roster

Name and Position	USC and Home Address	USC and Home Pho
LeGrand, B., Operations Director	1621 College St. 3321 Fox Hall Rd.	777-5261 782-2856
Branham, R., Eval. Coordinator	1621 College St. 8 Downing	777-5261 782-7898
Swanson, R., Consultant	Columbia College 802 Arcadia Lakes Dr.	754-1100 782-0632
Gmuer, R., Training Supervisor	Wardlaw Building 1525 Woodmont Dr.	777-4887 782-1864
Reinstein, B., Training Supervisor	Wardlaw Building V-2 Paddington Apts	777-4887 252-7877
Pollack, M., Admin. Asst.	Wardlaw Building 3534 Thurmond Rd.	777-4887 782-6412
Brown, C., Training Asst.	1621 College St. 4118 Kilbourne	777-5261 782-3166
Gibbes, E., Training Asst.	1621 College St. 2423 Wilmot Ave.	777-5261 253-3947
Hicks, S., Training Asst.	1621 College St. 2010 Robin Rd.	777-5261 787-5200
Kiester, F., Training Asst.	1621 College St. 1300 Milford Rd.	777-5261 787-3542

Accommodations and Meeting Rooms

Housing Facilities:	Town House Motor Inn 1615 Gervais 253-8324
Main Conference Room:	University of South Carolina School of General Studies Flynn Hall (2nd floor)

Field Training Facilities

Arthur Town Head Start Center Mr. King, Director	Arthurtown, South Carolina 256-1207
Zion Church Community Center Mrs. Mc Collum, Director	801 Washington St. Columbia, S.C.

Head Start Training Conference
Participant Roster

Tulane University

Participant	Number	Group
Bernice Anderson, Teacher 1608 East Railroad St. Gulfport, Miss. 39501	01	A
Billie Deaux, Teacher 2970 Cottage Hill Rd. Mobile, Ala.	02	B
Barbara Jenkins, Teacher 719½ Falcon Lane Biloxi, Miss. 39530	03	C
Hattie MacWilliam, Teacher 411 S. Washington Ave. Mobile, Ala. 36603	04	D
Lola Montgomery, Teacher 2117 33rd Ave. Gulfport, Miss. 39501	05	A
S. H. Moseley, Teacher 1982 S. Magayne Rd. Mobile, Ala.	06	B
Micki Swain, Teacher 168 Totter Dr. Mobile, Ala	07	C
Marian Teavey 3017 William Harrison Dr. Biloxi, Miss. 39531	08	D
Patricia Felhaus, Monitor 3516 Springhill Ave. Mobile, Ala. 36608	M-1	
Juanita Quimby, Monitor 415 E. 2nd St. Long Beach, Miss. 39560	M-2	
Linda Nathey, Monitor 3171 Ralston Rd. Mobile, Ala. 36606	M-3	
Virginia Sicotte, Monitor 2212 Kevin Court Handsboro, Miss. 39554	M-4	

Head Start Training Conference
Participant Roster

University of South Carolina

Participant	Number	Group
Vardine Brodie, Teacher 1011 Bickett Blvd. Louisburg, N.C.	09	A
Onalee Coker, Teacher 3060 10th Parkway Vero Beach, Fla. 32960	10	B
Elnora Morehead, Teacher	11	C
JoAnn Dunn, Teacher Route 1, Box 228 Youngsville, N.C. 27596	12	D
Lulu Jenkins, Teacher Route 1, Box 105 Oslo, Fla. 32960	13	A
Estelle Kennis, Teacher 1951 26th Ave. Vero Beach, Fla. 32960	14	B
Leora Davis, Teacher Route 2, Box 199 Norlina, N. C. 27563	15	C
Lee A. Williams, Teacher 3981 46th Pl. Vero Beach, Fla. 32960	16	D
Carolyn Corbett, Monitor Route 3, Box 269 Raleigh, N.C. 27603	M-5	
Sharon Pearce, Monitor 507 South 12th St. Leesburg, Fla. 32748	M-6	

Head Start Training Conference
Participant Roster

University of Texas

Participant	Number	Group
Blanche Balven, Teacher 200 Crockett Austin, Texas 78700	17	A
Patricia Belote, Teacher 3504 Grooms Austin, Texas	18	B
Eunice Houston, Teacher 1909 Leona, Apt. 202 Austin, Texas	19	C
Constance Gillen, Teacher Route 2, Box 413 Austin, Texas	20	D
Sarah Field, Teacher 1401 B Ashwood Road Austin, Texas	21	A
June Firchow, Teacher 1914 Oldham, Apt. 104 Austin, Texas	22	B
Ann Maurer, Monitor University of Texas Austin, Texas	M-7	
Renato Espinoze, Monitor University of Texas Austin, Texas	M-8	

Schedule of Daily Activities

Monday, October 7, 1968

Time	Location	Agenda
9:00 to 11:45	Flynn Hall	Introductions and Orientation
12:00 to 1:00	Capstone House Cafeteria	Lunch
1:30 to 3:30	Flynn Hall	Demonstration and Discussion of Materials
3:30 to 5:00	Flynn Hall	Study and Discussion of Materials

Schedule of Daily Activities

Time	Location	Agenda
9:00 to 9:30	Flynn Hall	Study
9:30 to 10:00	Travel to Centers	
10:00 to 11:00	At the Centers	Teaching and Observation SESSION I
11:00 to 11:30	At the Centers	Teaching and Observation SESSION II
11:30 to 12:00	Return to Campus	
12:00 to 1:00	Lunch	Capstone House Cafeteria
1:00 to 2:30	Flynn Hall	Study and Discussion
2:30 to 3:00	Travel to Centers	
3:00 to 3:30	At the Centers	Teaching and Observation SESSION III
3:30 to 4:00	Return to Campus	
4:00 to 5:00	Flynn Hall	Study and Discussion

Group Assignments For Participant Teachers

GROUP A

Bernice Anderson
Lola Montgomery
Vardine Brodie
Lulu Jenkins
Blanche Balven
Sarah Field

GROUP B

Billie Deaux
S. H. Moseley
Onalee Coker
Estelle Kennis
Patricia Belote
June Firchow

GROUP C

Barbara Jenkins
Micki Swain
Elnora Morehead
Leora Davis
Eunice Houston

GROUP D

Hattie MacWilliam
Marian Teavey
JoAnn Dunn
Lee A. Williams
Constance Gillen

Schedule of Participant Assignments in the Field

TUESDAY OCTOBER 8th

		Arthur Town		Zion	
		Room 1	Room 2	Room 1	Room 2
Session I	Group	A	B	C	D
	Teacher	01	02	03	04
Session II	Group	A	B	C	D
	Teacher	05	06	07	08
Session III	Group	A	B	C	D
	Teacher	09	10	11	12
Monitors		M-1 M-2	M-3 M-4	M-5 M-6	M-7 M-8
Trainer		Brown	Gibbs	Hicks	Kiester

WEDNESDAY OCTOBER 9th

Session I	Group	B	A	D	C
	Teacher	14	13	16	15
Session II	Group	B	A	D	C
	Teacher	18	17	20	19
Session III	Group	B	A	D	C
	Teacher	22	21	04	03
Monitors		M-1 M-2	M-3 M-4	M-5 M-6	M-7 M-8
Trainer		Hicks	Gibbs	Brown	Kiester

Schedule of Participant Assignments in the Field

THURSDAY
OCTOBER 10th

		Arthur Town		Zion	
		Room 1	Room 2	Room 1	Room 2
Session I	Group	C	D	A	B
	Teacher	07	08	01	02
Session II	Group	C	D	A	B
	Teacher	11	12	09	10
Session III	Group	C	D	A	B
	Teacher	15	16	09	10
Monitors		M-3 M-4	M-1 M-2	M-5 M-6	M-7 M-8
Trainer		Brown	Gibbs	Hicks	Kiester

FRIDAY
OCTOBER 11th

Session I	Group	D	C	B	A
	Teacher	20	19	14	13
Session II	Group	D	C	B	A
	Teacher	04	03	18	17
Session III	Group	D	C	B	A
	Teacher	08	07	22	21
Monitors		M-3 M-4	M-1 M-2	M-5 M-6	M-7 M-8
Trainer		Hicks	Gibbs	Brown	Kiester

Schedule of Participant Assignments in the Field

MONDAY
OCTOBER 14th

		Arthur Town		Zion	
		Room 1	Room 2	Room 1	Room 2
Session I	Group	A	B	C	D
	Teacher	01	02	11	08
Session II	Group	A	B	C	D
	Teacher	05	06	15	12
Session III	Group	A	B	C	D
	Teacher	09	10	19	16
Monitors		M-5 M-6	M-7 M-8	M-1 M-2	M-3 M-4
Trainer		Brown	Gibbs	Hicks	Kiester

TUESDAY
OCTOBER 15th

Session I	Group	B	A	D	C
	Teacher	14	13	20	03
Session II	Group	B	A	D	C
	Teacher	18	17	04	07
Session III	Group	B	A	D	C
	Teacher	22	21	08	11
Monitors		M-5 M-6	M-7 M-8	M-1 M-2	M-3 M-4
Trainer		Hicks	Gibbs	Brown	Kiester

Schedule of Participant Assignments in the Field

THURSDAY
OCTOBER 17th

		Arthur Town		Zion	
		Room 1	Room 2	Room 1	Room 2
Session I	Group	A	B	C	D
	Teacher	02	14	12	19
Session II	Group	A	B	C	D
	Teacher	17	21	08	04
Session III	Group	A	B	C	D
	Teacher	03	06	16	15
Monitors		M-3 M-4	M-1 M-2	M-7 M-8	M-5 M-6
Trainer		Brown	Gibbs	Hicks	Kiester

FRIDAY
OCTOBER 18th

Session I	Group	C	D	A	B
	Teacher	18	05	11	20
Session II	Group	C	D	A	B
	Teacher	07	22	10	01
Monitors		M-5 M-6	M-7 M-8	M-1 M-2	M-3 M-4
Trainer		Hicks	Kiester	Brown	Gibbs

Group Assignments for Participant Teachers for Swanson Supplement Training

Wed. through Fri., Oct. 16-18th

Group A

Billie Deaux	02
Blanche Balven	17
Barbara Jenkins	03
Elnora Morehead	11
Onalee Coker	10
Lula Jenkins	13

Group B

Sarah Field	21
Sheila Moseley	06
Constance Gillen	20
Estelle Kennis	14
Bernice Anderson	01
Vardine Brodie	09

Group C

Patricia Belote	18
JoAnn Dunn	12
Micki Swain	07
Marian Peavey	08
Lee Williams	16

Group D

June Firchow	22
Eunice Houston	19
Hattie Williams	04
Leora Davis	15
Lola Montgomery	05

SCHEDULE OF ACTIVITIES FOR WEDNESDAY, OCTOBER 15th

Location: Flynn Hall

TIME	AGENDA
9:00 to 10:00	Study & Discussion
10:00 to 10:30	Break
10:30 to 12:00	Introduction, Orientation, and Demonstration of Swanson Supplement.
12:00 to 1:00	Lunch
1:00 to 1:30	Study
1:30 to 4:30	Role Playing
4:30 to 5:00	Questions & Discussion

APPENDIX I

QUALITY CONTROL PROCEDURES - DATA PROCESSING

As the evaluation data arrive, they are checked by locally-stationed examiners with some aid from temporary personnel. All data are run through two main procedures: (a) the Data Identification Check, which is executed by temporary employees and Junior Research Assistants, and (b) the Data Check for Scoring and Recording, which is done by the field examiners.

First, upon entering the Evaluation and Research Center, the data are subjected to the Data Identification check. While no record is made of identification information errors, the errors are corrected as they are found if the information is available. The first procedure in the Data Identification is the checking of every record booklet or answer sheet and the accompanying digitek sheet for the following CORRECT identification information:

1. Subject Name
2. Subject Number
3. Date of Test Administration
4. Beginning Time of Test Administration
5. Ending Time of Test Administration
6. Total Testing Time
7. Tester Identification Number
8. Sample Identification

After the record booklets and digitek sheets are checked, every digitek sheet is checked for agreement of correct information with that which has been recorded on the booklet for each particular administration. The necessary information for each digitek sheet is:

1. Subject Number
2. Card Number
3. Tester Number

The second general data processing procedure, the Data Check For Scoring and Recording, goes into execution after the Data Identification Check has been completed. At that time, every fifth test or answer sheet and accompanying digitek sheet for each test is checked for correct record booklet SCORING AND RECORDING of information onto the digitek sheets, item by item.

In the case of an examiner being assigned the task of checking the data for scoring and recording of a particular group of tests for which the fifth test happens to be one which she had administered herself, she goes to the fourth or sixth sequence of papers (or until there is one which she has not administered) and continues with the every-fifth sequence in all other cases.

All data are filed by test within the Quality Control Data Check division. The every-fifth test (or fourth or sixth as mentioned above) is pulled from the group and is marked with a "Q" in RED in the upper left-hand corner of the front of the record booklet and on the back of all of the accompanying digitek sheets (in the upper right-hand corner). Examiners check the record booklets and digitek sheets as if they had never been scored or recorded, item by item. All corrections are made by the testers as they find errors in the scoring and recording. See item V on the following page entitled Quality Control DATA CHECK RECORD for details concerning the completion of the form for all errors found in the data check scoring and recording procedure. When a tester has completed the data check procedures for scoring and recording of all test administrations of an individual test, she gives to Quality Control all the Quality Control Data Check Records in subject order stapled to a file.

The Quality Control Data Check Record has been designed for use in connection with scoring and recording errors. The form is self-explanatory and must be completed in detail (as much as applicable) on each test administration, (including record booklet and accompanying digitek sheets) on which is found ANY error of a scoring or recording nature.

QUALITY CONTROL DATA CHECK RECORD

Sample________________________________Subject Number________________

Subject Name____

Test____

Date of Administration_________________Tester No.________________

No. of Scoring Errors_________________No. of Recording Errors_____

Comments (Specify Nature of Each Scoring Error____________________

____

____

Additional Comments:____

____

Checker No.___________________________Date_______________________

After the Quality Control Staff reviews and is satisfied with the Quality Control Data Records submitted by the individual examiners for individual test groups, they advise Data Analysis that the particular test groups are ready to go to Data Analysis. From there the data goes through procedures appropriate for preparing them for the Computer Center.